A STUDY OF DROP-OUT IN PRIMARY SCHOOLS OF POONCH DISTRICT OF JAMMU & KASHMIR IN RELATION TO GENDER, RURAL-URBAN LOCATION AND SOCIO-ECONOMIC STATUS OF THE STUDENTS

ABSTRACT
OF THE
THESIS
SUBMITTED FOR THE AWARD OF THE DEGREE OF

Doctor of Philosophy

IN

EDUCATION

BY

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ABSTRACT

Drop-out from school is a worldwide phenomenon. There is general consensus that the school drop-out problem has reached epidemic proportions internationally and has become a global problem confronting the education industry all over the world (Patrick, 2008; Wotherspoon, 2004; Bridgeland et al; 2006; Oghuvbu, 2008).The problem of drop-out is complex and multifaceted and there is increasing evidence that a number of different types of students from diverse backgrounds and circumstances are leaving school (Lecomplete, 1987). Across the globe, there are high rates of students leaving the school, especially pronounced in the developing World. As the statistic shows that-in Sub-Saharan Africa, 42 percent of its pupils leaving schools early, in South and West Asia, out of every 100 pupils who start primary education, 33 leave before reaching the last grade. Furthermore, 13.54 Million children are leaving school before completing the primary education in South Asian countries (UNESCO, 2012). India is the 4th largest country of drop-outs in the world. It has good primary school enrolment ratio, but three in ten drop-outs by the time they reach the final grade (UNESCO, 2013). It is one of the perennial problems inflicting the Indian system of education across all levels and this condition is more acute at elementary stage. Elementary stage is the most crucial stage of education as it lays the foundation for the personality, attitudes, self-confidence, habits, learning skills and communication capabilities of the pupils. Elementary education is a ladder, on the basis of which learners are able to attain secondary and higher education. It develops a sense of emotional and national integration, patriotism, scientific attitudes, critical thinking, positive attitude, ability to observe and appreciate the beauty in things and phenomenon, and also promote internationalism, social, spiritual, moral values and universal brotherhood among the students. It is the backbone of the educational pattern of a country. No pattern of education can ever be successful as long as it does not have a sound primary education system. Furthermore, elementary education is also crucial for spreading mass literacy which is the basic requirement for the effective functioning of democratic institutions, economic development and modernization of social structure. Universalization of elementary education has been one of the important goals of educational development in India since independence. In spite of concerted efforts by the central as well as state governments in promoting elementary education, the target of Universalization of Elementary Education has not

been achieved, because of high dropout rate at this stage. Rising drop-out rates are associated with foregone national income, increased crime rates and reduced levels of political and social participation (Catterall 1985; Levin 1972).

The literature review indicates that sufficient number of researchers have paid attention to the most baffling phenomenon of drop-out in India as well as abroad. The researchers tried to investigate the problem at primary, secondary and senior secondary stages. Broadly two types of researches are quite common, one related to causal factors and other related to calculation of the drop-out rates. The prominent causal factors of drop-outs revealed by the researchers like (Khandekar, M. 1974; Devi, K.G. 1983; SIE. 1982; Mekonnen, M. 1990; Reddy, K. 1991; Verma, S.L. 1993; Bhat, 1994; Ahluwalia, 1997; Leelavathy, T. K. 1997; Banerjee, 2000; Naidu, T.S. 2000; Anderson, K. R. 2001; Archana, A. 2001; Griffin, B. W. 2002; Sharma, K. S. 2003; Siddiqui, M. A. 2003; Karki, V. B. 2004; Mohsin, A. Q. 2004; Gikwad, S. R. 2005; Roual, S.K. 2005; Kotwal, N. 2007; Sharma, R. 2007; Mike, I. O. 2008; Alike, I. H. 2009; Govindaraju, R. 2010; Hussain, A; 2010; Jamil, A. 2010; Regina, N. O. 2010; Begum, Z. 2011; Ghazi, S. R. 2011; Hussain, A. 2011; Mirza, M. S. 2011; Sajjid, H. 2012; Sridhar, R. 2013; Shadreck, M. 2013) were poverty, illiteracy, death of parents, divorce of parents, ill health of parents and the children, inferiority feelings, frequent migration of parents, negative attitude of parents towards the education of girls, language problem, no proper place for study at home, large family size , fear of punishment, inadequate methods of teaching, non availability of trained teachers, absence of female teachers, irrelevant curriculum, failure in examination, excessive home work, lack of interest in study, lower level of intelligence, low self-esteem, distance of school from the home, absence of toilets in the schools, absence of mid-day meal scheme, improper provision of uniform and textbooks, early marriage, unattractive school infrastructure, participation in domestic activities. In addition to these causes of drop-outs, studies like (Das. R. C. 1969; Gupta. S. L. 1974; Das, R. C. 1975; Thornburg, H. D. 1975; Raj, N. K. 1979; Pillai, G. V. 1980; Hussain, M. 1982; Sharma, R. C. 1982; Grover, I. 1988; Thakur, T. 1988; Gupta, J. k. 1989; Gyaneswar, S. S. 1992; Vyas, J.C 1992; Verma, S.L. 1993; Bhat, 1994; Bangerjee. 2000; Sengupta, P.2002; Anil, B. 2002; Siddiqui, M. A.2003; Guryan, J.2004; Subramaniam, C. 2005; Rena, R. 2007; Khan, A. 2010; Nakpodia, E.D. 2010; Mir, G.H. 2012) have also made the comparison of drop-out rates among boys and girls,

rural & urban background, SCs and STs, minority and non- minority students. The Studies have reported higher drop-out rates in elementary schools of rural areas as compared to the urban areas. However, contradictory results have been reported about the gender differences in regards to drop-out rates. Sizeable number of studies revealed that dropout problem is more prevalent and of serious nature among schedule castes and schedule tribes. Community wise studies are very few and reported that the problem of dropout is also serious among Muslim students. Socio-economic status has been reported by many researchers as the major determinant of drop-out phenomenon.

The literature review reveals that sizeable number of studies have been conducted in India related to the problem of drop-outs, but it is very difficult to find-out even a single study in which drop-out rates have been calculated along with the comparison of drop-outs and stay-ins in regard to their socio-economic status, gender, rural and urban background. Thus, the present study differs from the previous studies already undertaken in the field of drop-out. The review of studies further elaborates that only countable numbers of studies have been conducted in Jammu and Kashmir related to the drop-out problem. But hardly any study was found related to the of drop-out problem in district Poonch. Therefore, this research gap motivated the investigator to conduct such a study.

Objectives of the Study:

(1) To find-out the drop-out rate at primary school level collectively and separately for each class.

(2) To compare the drop-out rate of male and female students in primary schools.

(3) To compare the drop-out rate of rural and urban students in primary schools.

(4) To compare the drop-out rate of government and private Schools

(5) To compare the socio-economic status of drop-outs and stay-ins for total sample, male and female samples as well as rural and urban samples.

(6) To compare the socio-economic status of male and female drop-outs as well as rural-urban drop-outs.

(7) To compare the socio-economic status of male and female stay-ins as well as rural-urban stay-ins.

(8) To evaluate and compare the infrastructure and its related aspects among rural and urban schools of Poonch district.

Hypotheses of the Study:

1) There would be no significant difference on the measure of socio-economic status between the drop-outs and stay-ins for total sample.
2) There would be no significant difference on the measure of socio-economic status between the drop-outs and stay-ins for male and female samples.
3) There would be no significant difference on the measure of socio-economic status between the drop-outs and stay-ins for rural & urban samples.
4) There would be no significant difference on the measure of socio-economic status between male and female drop-outs.
5) There would be no significant difference on the measure of socio-economic status between rural- urban drop-outs.
6) There would be no significant difference on the measure of socio-economic status between male and female stay-ins.
7) There would be no significant difference on the measure of socio-economic status between rural & urban stay-ins.

Method and Procedure:

A detailed list of dropouts was prepared by the investigator after visiting the sample schools. Addresses of the drop-outs were also collected from the selected school offices. Out of all, 200 dropouts were randomly selected as the sample of the study. After selecting the sample of drop-outs, the investigator visited to their homes for the purpose of collecting the data. Collection of data from the drop-out sample was most difficult and challenging task. The researcher was unable to contact each of the chosen drop-out sample due to the Hilly and far-flung locations, lack of transport facilities, non-availability of dropouts at home, seasonal migration of tribes, security reasons, incomplete addresses given in the school records and lack of co-operation. Finally, the investigator could approach to 150 drop-outs only. In addition to it an equal number of stay-ins were also selected randomly by the investigator from the chosen 110 schools for measuring the SES of both drop-outs and stay-ins. Thus, the final size of sample was 300 students comprising 150, drop-outs and 150, stay-ins. Moreover, all the heads/principals of the 110 sample schools also constitute the

sample of the study for seeking the factual information details about the respective schools.

The following tools were used by the investigator in order to collect data for the present study:

i. Information Schedule to study the Enrolment figures and Dropout rate (Prepared by the investigator).
ii. Standardized Socio-Economic Status Scale (SES) (For Rural-Urban both) By Dr. Beena Shah.
iii. Questionnaire to collect the factual information about the infrastructure and its related aspects among rural and urban schools (Prepared by the investigator).

After collecting the data from the sample schools year-wise, gender-wise, class-wise, location wise and ownership wise enrolment, retention figures and drop-out rate was calculated. In order to estimate the drop-out rate Cohort method was followed by the researcher with the help of following formula.

$$\text{Drop-out Rate} = \frac{\textit{No. of Dropouts}}{\textit{Total No. of Studentds enrolled}} \text{ X } 100$$

The main statistical technique used for the analysis of data was 't' test, to see the significance of difference between Dropouts and Stay-ins in respect to their Socio-Economic Status. In this regard Statistical Package for Social Sciences (SPSS-16 Version) was used. In addition to it, percentage was also calculated for comparing the infrastructure and its related aspects among rural and urban schools of Poonch district.

Findings of the Study:

(1) Findings Related to Drop-out Rates:

- The overall drop-out rate at primary stage of education among all the selected schools was found to be 25.26 percent. The study also revealed that the proportion of drop-out rate for male was higher than female i.e. 30.70 percent and 27.26 percent respectively.

- Highest drop-out rate was observed in class-IInd and lowest drop-out rate was noticed in class-V i.e. 12.64 percent and 4.81 percent respectively.

- The overall drop-out rate at primary level in rural schools was found to be 39.26 percent.
- The study also revealed higher drop-out rate for male as compared to the female i.e. 43.52 percent and 33.83 percent respectively in rural primary schools.
- Highest drop-out rate was found in class-11nd being 16.46 percent and lowest in class-1Vbeing 6.85 percent in rural primary schools of the Poonch district.
- The drop-out rate in urban primary schools was observed to be 20.28 percent. However, the proportion of drop-out rate for female was comparatively higher than male i.e. 20.89 percent and 18.96 percent respectively in urban primary schools of Poonch district.
- Highest drop-out rate appeared in class-IInd and lowest in class-V i.e. 9.01 percent and 2.56 percent respectively in urban primary schools.
- The drop-out rate of government schools was calculated to be 42.40 percent. The study also revealed that the proportion of drop-out rates for male was significantly higher than female i.e. 58.16 percent and 40.35 percent respectively.
- Highest drop-out rate was observed in class-IInd and lowest in class-V i.e. 20.54 percent and 5.49 percent respectively, among the students in government schools of Poonch district.
- The overall drop-out rate of the students in private schools was estimated to be 19.03 percent. The study revealed higher drop-out rate for male as compared to female i.e. 19.07 percent and 18.97 percent respectively.
- Highest drop-out rate was found in class-IInd being (7.33 percent) and lowest in class-IV being (3.44 percent) in private schools of Poonch district.

(2) Findings Related to Socio-Economic Status of Drop-outs and Stay-ins:

- A Significant difference was noticed between the drop-outs and stay-ins on the measure of socio economic status. The mean value of SES for stay-ins was found to be 48.38 which was greater than the mean value of drop-outs being

(36.65). Thus, socio-economic of stay-ins was found better than the SES of drop-outs.

- Significant difference was found between rural drop-outs and urban drop-outs on the measure of SES. The mean value of SES for male stay-ins was found to be 47.43 which was greater than the mean value of drop-outs being (36.62). Thus, SES of male stay-ins was found better than the SES of male drop-outs.

- The findings revealed that SES of female stay-ins was comparatively better than the SES of female drop-outs. The mean value of female stay-ins was greater than the mean value of female drop-outs. The obtained 't'value (5.79) was found to be significant at 0.01 level of confidence.

- The study revealed that rural stay-ins belonged to comparatively better SES than the rural drop-outs. The mean value of SES for rural stay-ins was 48.20 which was greater than the mean value of rural drop-outs being (35.16). The calculated 't' value (7.15) was found to be significant at 0.01 level of confidence.

- Significant difference was found between urban drop-outs and urban stay-ins in regard to their SES. The mean value of SES for urban stay-ins (48.60) which was greater than the mean value of SES for urban drop-outs i.e. 39.62. The obtained 't' value (3.53) was found to be significant at 0.01 level of confidence

- The study revealed that male drop-outs and female drop-outs did not differ significantly with regard to their socio-economic status. Thus, both the compared group (male drop-outs and female drop-outs) belonged to same SES background.

- Significant difference was found between rural drop-outs and urban drop-outs on the measure of SES. Thus, the SES of urban drop-outs was better than the SES of rural drop-outs.

- No significant difference was noticed between rural male drop-outs and rural female drop-outs with regard to their socio-economic status. It indicates that

both the compared groups came from almost same socio-economic background.

- The findings revealed that urban male drop-outs and urban female drop-outs did not differ significantly on the measure of socio-economic status.
- No significant difference was found between rural male drop-outs and urban male drop-outs with regard to the socio-economic status. Thus the study revealed that both the compared groups were from similar SES background. However, mean value of urban sample was better than the rural sample.
- A significant difference was observed between rural female drop-outs and urban female drop-outs. Thus, urban female drop-outs were found better in their SES as compared to the rural female drop-outs.
- It was noticed that male stay-ins and female stay-ins did not differ significantly on the measure of socio-economic status. Thus, both the compared groups belonged to almost same SES.
- It was observed that rural stay-ins and urban stay-ins did not differ significantly on the measure of socio-economic status. But the mean value for urban stay-ins was found comparatively higher (48.60) than the rural stay-ins (48.20). Although the difference is insignificant.
- A similar socio-economic status was found between rural male stay-ins and rural female stay-ins as the 't' value for the comparison of two means did not reach to significant level.
- The study revealed that urban female stay-ins belonged to comparatively better SES than the urban male stay-ins as the 't' value was found to be significant.
- No significant difference was noticed between rural male stay-ins and urban male stay-ins with regard to their SES. Thus, both the compared groups belonged to almost same level of SES.
- No significant difference was noticed between rural female stay-ins and urban female stay-ins on the measure of SES because the 't' value for the comparison of two means did not reach to significant level.

***(3) Findings Related to Infrastructure and its Related Aspects of Rural and Urban Schools*:**

- The total number of primary schools which were randomly selected for the present study, particularly rural schools were found significantly below standard as compared to urban schools in respect to their infrastructural facilities.

- As far as the conditions of the buildings of the schools are concerned, it was found that near about 14.46 percent of primary schools had kaccha (mud) buildings. Move over, about 11 percent schools were functioning in a single room. The overall conditions of the rooms were also not found suitable in most of schools particularly in rural areas. Again, a large majority (81.25 percent) of rural schools and less than half (43.47 percent) of urban school did not have proper sitting arrangement for the children. They were required to sit on the mats or bare floor.

- The findings revealed that percentage of untrained teachers in rural schools was found to be 37.5 percent, which was greater than the percentage of untrained teachers in urban schools i.e. 28.26 percent. Furthermore, a large majority (72.48 percent) collectively for both rural and urban schools were working as a contractual or on temporary basis. The percentage of such teachers was found higher in urban school as compared to rural schools.

- As far as laboratory and library facilities are concerned, A large majority i.e. 92.18 percent of rural schools and about more than half (69.56 percent) of urban schools did not having laboratory facility. The study revealed that a large majority i.e. 87.5 percent of rural schools and more than half (60.86 percent) of urban schools did not have the computer facility. Moreover, 87.5 percent of rural schools and about more than half 60.86 percent of urban schools were running without library facility.

- It is very disheartening to note that a large majority (72.14 percent) schools did not have the provision of Mid-day Meal scheme. This percentage was found higher in urban schools as compared to rural schools i.e. 56.52 percent

and 15.62 percent respectively. Furthermore, (50 percent) of rural schools and about one third majority (32.60 percent) of urban schools were found where medical checkup facilities were not available. As far as the free uniform distribution is concerned, it was noticed that a large majority i.e. 98.43 percent of rural schools and 86.95 percent of urban schools did not have the provision of free uniform distribution for the children.

- It is a matter of serious concern that majority of rural schools i.e. 82.81 percent did not have any guidance and counseling cell for children in the schools. Moreover, it was observed that near about one third majority (31.25 percent) of rural schools and 26.08 percent of urban schools did not have the provision of inter-school contest as well as competitions. As far as the implementation of Non-detention policy is concerned, 23.43 percent of rural schools and 10.86 percent of urban schools were found where such policy was not implemented. It is amazing to note that still 23.7 percent schools were not aware about the Non-detention policy. The study also revealed that a small minority (4.25 percent) both at rural and urban areas were using corporal punishment in order to maintain the discipline of the schools.

Educational Implications:

- ❖ Extensive awareness programmes in rural areas, slum areas, remote areas, hilly areas, tribal areas, Muslims and scheduled castes localities should be carried out on regular basis to highlight the importance of education for every child. The support of the NGOs, educated people, social workers, local bodies, religious leaders, panchayat and municipal committee members must be sought for effective implementation of the programmes.

- ❖ There is an extensive need for up-gradation of primary schools into middle schools especially in rural areas. Still many habitations are facing the problem of middle schools. Generally it is not an easy task for the small children to adjust themselves in a new school just after completing their lower primary education. Thus, there is a need to provide schooling facilities to all children in the age group of 11-14 years, so that absence of middle school facilities do not stand in their way to continue education.

- Adequate and sufficient salary to the locally appointed teachers under Rehbar-E- Taleem (RET) scheme may enhance their interest and efficiency towards teaching. Low paid salary to the teachers has always remained an obstacle in the path of quality education. Thus, there is a dire need to enhance meager salary of these RT teachers. In service teacher education programme should be the regular feature for such teachers to learn and enrich teaching skills and competencies.

- Teachers are an important element of our education system. The type of pre-service teacher education they receive, the motivation with which they join their duties and the value system which they follow in their life and the service conditions and the environment which they get in the schools has its direct or indirect impact on the education of the students. Due care is needed to ensure transparency in selecting the dedicated, well- qualified, trained, hard working and responsible teachers who can respond to the needs of the child and shape their behaviour in a propitious environment.

- It has been observed by the researcher during the field work that many teachers cannot reach their schools within time due to lack of transport facilities and far flung location of the schools from the residence of the teachers. So, there is need to post them in schools which are nearer to their residence. If it is not practicable due to certain reasons, than accommodation facilities may be provided to teachers near the schools in order to ensure punctuality and regularity. Job satisfaction of the teacher enhances their motivation and eventually their performances.

- Environment of the school plays an important role in generating the interest of the students towards education. Thus, the environment of the school should be made propitious, so that the child may feel homely atmosphere in the school. Proper infrastructural facilities like school building, class-rooms, drinking water, toilet facilities, proper ventilation etc. should be made available in every school. These facilities may bring significant changes in the attitude, behavior and overall development of personality of school going children. The physical conditions under which a class is working affects its morale and its degree of motivation and both are closely associated.

- Corporal punishment should be abolished, least proportion of schools still using corporal punishment in order to maintain the discipline in the schools. Strict community vigilance against the corporal punishment in the schools should be imposed. Seminars and conferences should be organized to discuss the ways and means to ensure self discipline. Principles or head of the schools should be provided opportunity to participate in such conferences. These in turn should propagate the new ideas learned in these seminars and conference to their staff members in their respective schools.

- Poor quality of education and lack of infrastructural facilities in the government schools compel the children to leave the schools before completing their primary education. In this regard, infrastructure and quality standard of the government schools should be enhanced at par with the standard of private schools in order to reduce the drop-out rates by attracting the students from all sections of the society.

- Non- detention policy has helped in retaining the students but it has also lowered the standard of education until and unless some remedial strategies for helping these slow learners to achieve the required standard are not planned and implemented.

- Sitting arrangement for children should be improved, so that students sit easily in the school for long hours and pay attention for the learning tasks.

- Library facilities small or big should be made available in every school, and the interesting books should be made available for the children too. This facility may promote more and more reading habits among the students.

- Nutritional support for small children i.e. Mid- Day Meal Scheme should be introduced in private and religious/minority schools of the state, because it works as an essential reinforcement for the poor parents to send their children in the schools and ensure their retention till they complete primary education.

- Provision of free uniform scheme should also be introduced for every poor student, because many poor parents find it difficult to bear this additional expenditure on education of their children. At many occasions it becomes the causal factor of drop-out.

- ❖ Right to Education Act 2009 is implemented in most of the states of India, but Jammu and Kashmir is one of them where this act is not implemented. Therefore, RTE Act 2009 should be implemented in Jammu & Kashmir state as soon as possible.

- ❖ Computer education is the most important but most neglected aspect in our schools. Therefore, efforts should be made by the state as well as central government to make special provision for providing the computer education in each and every school of the Jammu and Kashmir State.

- ❖ Illiteracy and ignorance among a sizeable population of adults is also a contributory factor for their indifferent attitude towards education of their children. The illiterate parents, especially women should be educated so that they realize the importance of enrolment and retention of their wards in the schools. When the parents are educated, there are maximum probabilities that their children also get education. Therefore, it is equally important that adult education programmes, especially the Total Literacy Campaign (TLC) Scheme should properly be introduced in Jammu & Kashmir.

Research Implications:

- ★ Indian society constitutes minorities, schedule castes, schedule tribes and other backward communities which are economically, socially and educationally backward as compared to others. Researcher should emphasis their studies in bringing about the access as well as retention of students belonging to these sections.

- ★ Differently abled students also have the equal right to receive and successfully complete their elementary education. Unfortunately this group has not been paid due attention by the researchers.

- ★ Independent researchers should also concentrate on the implementation aspects of various government schemes for ensuring universalization of elementary education as these are very much associated with the access and dropout of the students.

- ★ Research projects may be undertaken on broader perspectives in more districts of Jammu and Kashmir and other states of India.

- ★ Problem of drop-outs is universal in nature. However, drop-out rates may differ from state to state and even district to district in the same state. Studies may be conducted in educationally and economically backward districts to find out the drop-out rates at primary school stage.

- ★ Drop-out rates of English medium schools, Hindi medium schools and Urdu medium schools may be compared for understanding the facts related to the problem.

- ★ Researches should also be carried out on the school leavers and out of school students for findings out their present status in their respective occupations.

- ★ Truancy and absenteeism are deeply related with the phenomenon of drop-out. Causes of truancy and absenteeism may be explored by the researchers in their studies.

- ★ Comparative study of drop-outs and stay-ins with respect to psychological variables may be taken up.

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to my
Beloved
Parents


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I declare that I have faithfully acknowledged, given credit to and referred to the research workers wherever their works have been cited in the text and the body of the thesis. I further certify that I have not willfully lifted up some other's work, para, text, data, result, etc. reported in the journals, books, magazines, reports, dissertations, theses, etc., or available at web-sites and included them in this Ph.D. thesis and cited as my own work.

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COURSE/COMPREHENSIVE EXAMINATION /PRE-SUBMISSION SEMINAR COMPLETION CERTIFICATE

This is to certify that Mr. **Afa Dul Mujiaba** Department of Education has satisfactorily completed the course work/comprehensive examination and pre-submission seminar requirement which is part of his Ph.D. programme.

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(Afa Dul Mujiaba)

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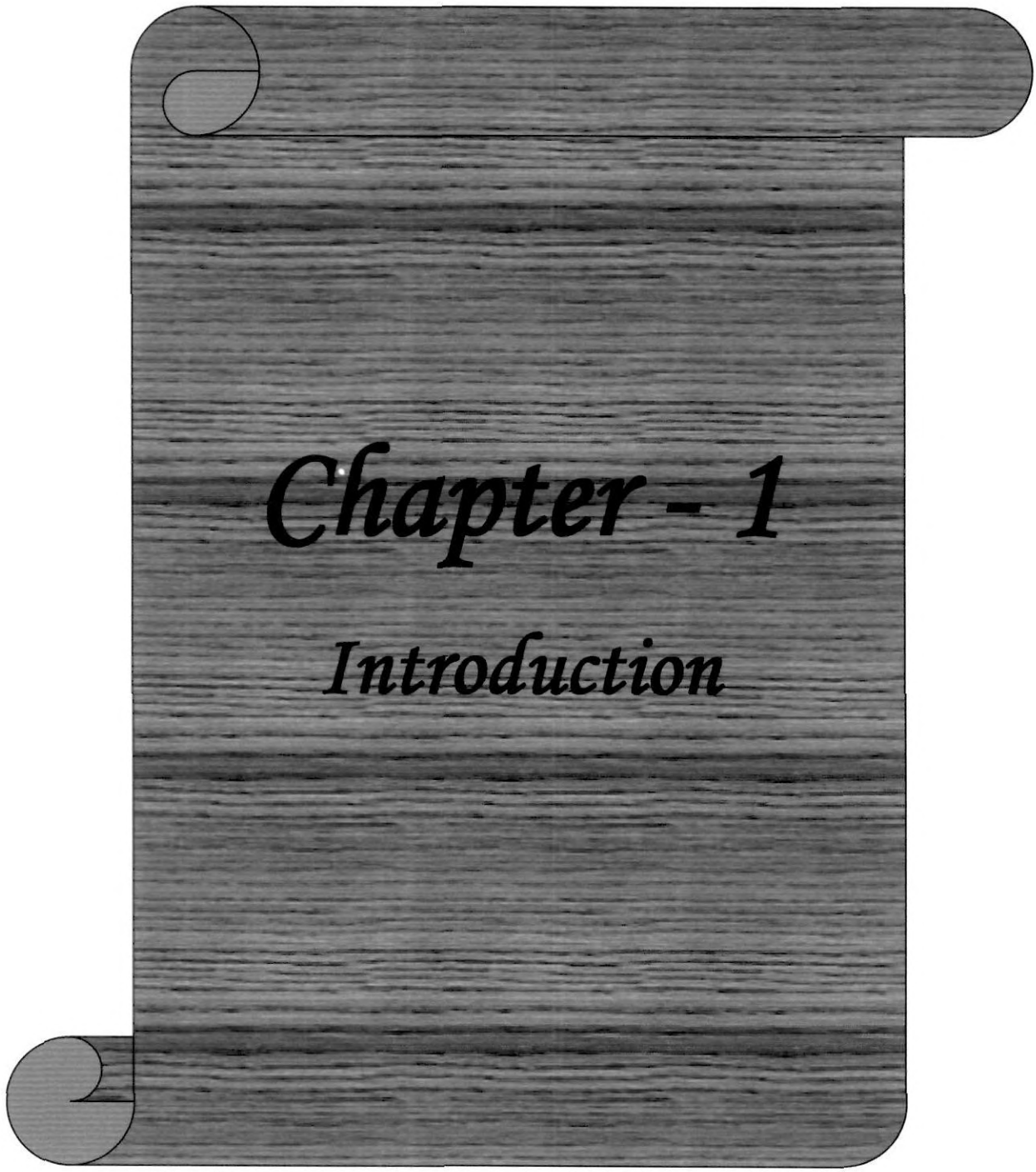
ABBREVIATIONS

AWP&B	Annual Work Plan and Budget
GOI-DFID	Government of India Department of International development
ICT	Information and Communication Technology
J&K	Jammu and Kashmir
KGBV	Kashturba Gandhi Balika Vidyalaya
MLL	Minimum Level of Learning
N0.	Number
NCERT	National Council of Educational Research and Training
NGO	Non-Governmental Organization
NIEPA	National Institute for Educational Planning and Administration
PROP.	Proportion
RET	Rehbar-E- Taleem
RTE	Right to Education
SCs	Schedule Castes
SD	Standard Deviation
SES	Socio-Economic Status
SIE	State Institute of Education
SPSS	Statistical Package for Social Sciences
SSA	Sarva Shiksa Abhiyan
STs	Schedule Tribes
UEE	Universalization of Elementary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UP	Uttar Pradesh



Chapter - 1

Introduction

Chapter-I

INTRODUCTION

Drop-out from school is a worldwide phenomenon. There is general consensus that the school drop-out problem has reached epidemic proportions internationally and has become a global problem confronting the education industry all over the world (Patrick, 2008; Wotherspoon, 2004; Bridgeland et al; 2006; Oghuvbu, 2008). The problem of drop-out is complex and multifaceted and there is increasing evidence that a number of different types of students from diverse backgrounds and circumstances are leaving school (Lecomplete, 1987). Across the globe, there are high rates of students leaving the school, especially pronounced in the developing World. As the statistic shows that-in Sub-Saharan Africa, 42 percent of its pupils leaving schools early, in South and West Asia, out of every 100 pupils who start primary education, 33 leave before reaching the last grade. Furthermore, 13.54 Million children are leaving school before completing the primary education in South Asian countries (UNESCO, 2012). India is the 4th largest country of drop-outs in the world. It has good primary school enrollment ratio, but three in ten drop-out by the time they reach the final grade (UNESCO, 2013). It is one of the perennial problems inflicting the Indian system of education across all levels and this condition is more acute at elementary stage. Elementary stage is the most crucial stage of education as it lays the foundation for the personality, attitudes, self-confidence, habits, learning skills and communication capabilities of the pupils. Elementary education is a ladder, on the basis of which learners are able to attain secondary and higher education. It is the backbone of the educational pattern of a country. No pattern of education can ever be successful as long as it does not have a sound primary education system. Furthermore, elementary education is also crucial for spreading mass literacy which is the basic requirement for the effective functioning of democratic institutions, economic development and modernization of social structure. Universalization of elementary education has been one of the important goals of educational development in India since independence. In 1950, the Constitution of India had resolved in Article 45 under the Directive Principles of State Policy that the "State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14

years." This goal had not been achieved even after 64 years of adoption of this provision of Constitution. The task of providing education to all children in this age group gained momentum after the commencement of National Policy of Education (NPE) 1986. The central government in collaboration with the state governments has made strenuous efforts to fulfill this mandate and, though significant improvements have been seen in various educational indicators, but the ultimate goal of providing universal and quality education still remains unfulfilled. There have been important Constitutional Amendments as well that were intended to give a boost to elementary education. The 42nd Amendment to the Constitution in 1976 brought education, which was largely a state responsibility, into the concurrent list and made universalizing elementary education the responsibility of both the central and state governments. In 2002, the 86th amendment modified article 45 which reads as "the state shall endeavour to provide early childhood care and education for all children until they complete the age of 6 years. In addition to it, government of India took another significant step by introducing a new article i.e. "Article 21-A" in the Constitution of India for making elementary education a fundamental right for every child. This article came into force on 1st April 2010. The Article '21-A' stipulates that "the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine." A number of centrally sponsored schemes as well as other programmes were initiated across the country to universalize the elementary education, like the Operation Blackboard (1987-88), District Primary Education Programme (DPEP) (1994), Mid Day Meal (1995), Sarva Siksha Abhiyan (SSA) (2001), National Programme for Education of Girls at Elementary level (NPEGEL) (2003), Kashturba Ghandi BalikaVidyalaya (KGBV) (2004), Right to Education Act (RTE-2009) etc. Rising drop-out rates are associated with foregone national income, increased crime rates and reduced levels of political and social participation (Catterall 1985; Levin 1972). A lot of researches have been conducted in India and abroad consistently probed the problem of drop-out. Das (1969) studied the wastage and stagnation at elementary level in the state of Assam and concluded that the rate of wastage and stagnation among girls was higher than that of boys. Pillai et al. (1980) conducted a study of drop-out in primary school in Kerala and revealed that the percentage of drop-out was higher among boys than girls and also higher in SCs, STs and other backward communities. The causes were ill health, household work and poverty. Sharma (1982)

reported that the wastage rate of SC's girls was higher than others. A comparative study of educational wastage in urban and rural areas conducted by Dass (1975) revealed that wastage and stagnation in rural areas were significantly higher than in the sub-urban areas; in case of stagnation, the percentage was lower for girls in urban areas but higher in both the sub-urban and rural areas in comparison with boys. Punalekar (1975) carried out a study among Harijan children and concluded that the main reasons for dropout were the economic hardship of the family, ill health in the family or of the child. A pilot investigation on school drop-out reasons was carried out by Sarkar (1980) who reported that domestic work, in adequate income, and lack of parents' interest were responsible factors of high drop-out rate. Mathur et al. (1982) found that poor financial position, parental ignorance, frequent migration of parents, involvement in work, lack of interest in studies and failure in examination were the reasons of drop-out as well as non-students. Devi (1983) found no uniformity in the rate of drop-out for the whole primary stage. In comparison to boys more girls dropped-out, due to poverty, frequent transfer, repeated failures and negligence of parents. Pratinidhi et al. (1992) revealed no significant difference in overall drop-out rates by both sexes. The study also revealed that majority of children dropped-out due to financial problems or unsatisfactory scholastic performances. Hussain (1982) revealed that the rate of wastage was highest in the first two classes and single teacher schools. S.I.E. (U.P. 1986) found that mostly drop-outs belonged to backward classes and the causes were illiteracy of parents, poverty, lack of interest, distance of school from home and lack of other facilities. Gupta et al. (1989) reported that the overall drop-out rate of primary stage was more than 60 percent in the states of Andhra Pradesh, Bihar, J&K and West Bengal, where as in Assam, Orissa, Rajasthan and U.P. it was less than 50 percent and in case of Madhya Pradesh, it was about 58 percent. The drop-out rates among the SCs as well as STs pupils were higher than that of pupils of all communities in all states except in J&K. Reddy (1991) revealed that both demographic and economic factors like size of family, single parent family, financial difficulties, land holdings, home responsibilities were responsible for dropout phenomena. Rush and Vitale (1994) explored eight factors i.e. academically at risk, behavior and coping skills, socially withdrawn, family income, parenting, language development, retention and attendance were responsible for placing elementary students at risk. Vickers (1994) found that at risk families were less cohesive and less adoptable than the families not at risk. The study conducted by

Gyaneswar (1992) revealed that the rate of wastage and stagnation amongst pupils in rural areas was higher than that of urban schools. Vyas et al. (1992) reported that the drop-out rate of girls was higher than boys; drop-out rate of urban schools was also higher than rural schools. Furthermore, the study also revealed higher drop-out rate in the government schools as compared to private schools. It was also found higher among schedule castes pupils than the Schedule tribes pupils. The potential causes were related to family circumstances, personal and others. Results of the study carried out by Verma (1993) indicated that girls drop-out rates was higher in rural areas than in urban areas and the causal factors were illness of parents, divorce of parents, death of parents, unfavorable attitude towards girls education, working with parents for earning. Bhat et al. (1994) investigated the wastage in primary education in Kupwara district of Jammu & Kashmir and concluded that the drop-out rate of primary school was 0.19 percent. Leelavathy (1997) investigated the incidence of wastage and stagnation which was nearly 32.4 percent. The incidence of wastage alone was around 20.4 percent, including 15.6 percent for boys and 4.8 percent for girls. Causes were lack of interest on the part of the student, learning difficulties, lower level of intelligence, and lack of learning facilities at home, poor social environment and the negative attitude of parents towards education. Sarmah (1997) also revealed higher rates of drop-outs among girls and reported that poverty, household activities and unattractive teaching-learning atmosphere were the major causal factors. Peraita and Pastor (2000) indicated that socio economic status of the family and youth labour condition were significant factors in determining the probability of dropping-out in primary schools. Students who come from families with lower socio-economic status tend to experience higher drop-out rates and lower graduation rates than do students who come from families with higher SES (Heckman & Krueger, 20003; Orfield, 2004). Several studies like (Akhtar (1996); Deolalikar (1997); Tansel, (1998); Brown and Park, (2002); Connelly and Zheng, (2003); Boissiere, (2004); Desai and Kulkarni, (2008); Okumu et al, (2008); Husain and Chatterjee, (2009) have demonstrated that the type of the family, monthly income, parental education, education of mother, large family size, caste affiliations, place of residence and educational infrastructure as the determinants of enrolment and primary school dropouts. Banerjee et al. (2000) studied the drop out phenomena and revealed that the proportion of drop-outs for girls was significantly higher than that of boys in both rural and urban areas, but urban drop-outs were significantly superior to rural drop-outs in their minimum level of

learning (MLL) competency. Poor economic conditions, illiteracy of parents were found to be the main causes of the drop-out. A similar investigation was carried out by Naidu (2000) which revealed higher drop-out rates among girls than boys. The percentage of drop-out was found more in the age group of 11-15 years. Poverty, absence of Mid-Day-Meal scheme, improper provision of uniform and text books lead to large scale drop-outs in all the states. Archana (2001) revealed that enrolment of girls was poor in comparison to boys at primary level and the drop-out rate of girls was more than double as compared to boys. The causes were identified as non approach ability of school, poor economic condition, negative attitude of parents towards the education of girls, fear of punishment and poor teaching method. Sharma et al. (2003) indicated that the level of expectation and self-confidence was highest among successful students than the failure and drop-outs. Siddiqui (2003) revealed that the dropout rate was highest in Muslims in comparison to non-Muslims. Corporal punishment, indifferent behaviors of teachers, no proper place for study at home, poverty, illiteracy of parents & language problem were reported to be the major causes of high dropout rate. Giakwad et al. (2005) reported that majority of school drop-outs belonged to nuclear type and middle size family and had no literate parents. The main causes were illiteracy, distance of school, lack of furniture, safe drinking water and sanitary facilities in the schools. Karki (2004) observed that the main perceived antecedents of primary school drop-outs were family poverty, house hold chores and irregularity in attending schools. The results of the study conducted by Mohsin et al. (2004) indicated that school and economic factors were responsible for low literacy and causes of drop-out were weak primary level of education, non-availability of the trained teachers. Roul et al. (2005) revealed that the home conditions, school conditions and economic conditions of the parents play an important role in the drop-out of girl students. Subramaniam (2005) indicated that the drop-out rate was higher among boys than the girls. Low income of parent, child labour, lack of interest in studies etc. were reported to be the causes of high dropout rates. However, the findings of another study conducted by Kotwal (2007) revealed that the main causes of dropping-out of girls from schools in rural areas were reluctance of the parents and participation in domestic activities. Rena (2007) also reported that children dropping-out of schools so as to assist in house hold and agriculture activities. It was also reported that the drop-out rate of girls was higher than that of boys. Khan et al. (2010) found that the reasons for the drop-outs were

grouped as familial, personal, educational, school and community related. The study also revealed that the incidence of drop-out was higher among the female students and in urban areas. However, Nakpodia (2010) reported higher drop-out rate among male students than female students. Sharma et al. (2007) observed significant association between family type, income and education of mother with incidence of drop-out. Alike et al. (2009) reported that poverty constituted the highest percentage of drop-outs i.e., 53 percent while death of parents, ill health, in adequate teaching constituting the least percentage of 1 percent. Hussain et al. (2010) revealed that the major causes of drop-outs were crowded and large schools, uncaring, unrestrained and irresponsible teachers, in appropriate curriculum design, and lack of parent involvement. Jamil et al. (2010) found that poverty, distance of schools, overcrowded classes, lack of individual attention and corporal punishment as the significant reasons of early school drop-out phenomena. Another study carried out by Chugh (2011) concluded that both family and school related factors were responsible for drop-out and appeared to be highly correlated with each other. Ghazi et al. (2011) studied the socio economic factors as a cause of dropout at primary level and reported that parents' illiteracy, engagement in earnings, parents poor economic conditions were the causal factors for high dropout rate. Mirza et al. (2011) investigated drop-out phenomenon and revealed poverty, lack of parents' interest in educating the children, engagement in work to be most potent factors.

It is evident from the findings of above mentioned research studies that the final decision of the child to drop out of the school comes from a variety of reasons which may be associated with personal, familial, institutional and social domains. In addition to the reasons of dropout, the studies have also explored the gender, rural-urban and caste comparisons. Studies have reported higher drop-out rates in elementary schools of rural areas as compared to the urban areas. However, contradictory results have been reported about the gender differences in regards to drop-out rates. Sizeable number of studies revealed that dropout problem is more prevalent and of serious nature among schedule castes and schedule tribes. Community wise studies are very few and reported that the problem of dropout is also serious among Muslim students. Socio-economic status has been reported by many researchers as the major determinant of drop-out phenomenon. But it is difficult to find-out even a single in which drop-out rates have been calculated along with the comparison of drop-outs and

stay-ins in regard to their socio-economic status, gender, rural and urban background. Thus, contradictory results about the gender differences and lack of comparative studies on SES of drop-out and stay-ins inspired the investigator to conduct such a research by using more pertinent methods, tools and technique to draw meaningful inferences.

1.1 Educational status of Jammu and Kashmir:

The Jammu and Kashmir is the Northern-most state of India. It is located between 32° To 72° Longitudes and 72° to 80° Latitude. The total area of J&K State is 2, 22,236 Square kilometers which includes 78114 Sq.Km under the administration of Pakistan, 5180 Sq Km handed over to China by Pakistan and 37555 Sq Km under the occupation of China in Leh (Ladakh) district. This leaves the state with an area of 1, 01387 Sq km. The total population of the state is 1, 2548926. (Census 2011).Three forth majority i.e.75.19 percent of the population resides in rural areas and the rest 24.8 percent in urban areas. Geographically the State of J&K has been divided into three regions viz: Jammu, Kashmir & Ladakh. Ladakh is situated in the extreme Northeast surrounded by Naga Parbhat and Korkaram Range (K2); it also touches the Godwin Austin Peak, the world's second highest peak. The Jammu region falls in peer panchal range which is situated 2000 meters above the sea level. Kashmir region lies totally within the Himalayas surrounded by high hills of peer panchal range and Karakorum Range (K2). The state with its summer and winter capitals at Srinagar and Jammu respectively consists of 22 districts (10 in Kashmir Valley, 10 in Jammu Division and 02 in Ladakh region). As per 2011 census, the state ranked 23rd in literacy among the states of India, and the literacy rate of J&K is about 68.74 percent. The literacy rate of the male is 78.26 percent and for the female is 58.01 percent. It indicates that females are still lagging behind. The literacy rate for rural areas is 48.22 percent against 72.17 percent for urban areas.

In the national educational scenario, J&K is subsumed as educationally backward with reference to the established indices namely, literacy rate, teacher-pupil ratio, drop-out rate and the absorption pattern of the educated persons. The violence in the state from last 15 years is one of the important reasons behind the low literacy rate, high drop-out rate etc. Strikes, curfews, protests, and other actions affect the physical and psychological well-being of the people but important resources allied to education are also severely hampered. kashmiris have been denied an accountable government,

which has affected the educational arena greatly (Bose, 1997). Corruption remains unchecked. The money that could have been spent on research and development and towards the betterment of education has gone to corrupt government officials. The worsening situation in Jammu and Kashmir has not spared the teaching community, which is caught in the crossfire. Conflicts in the state have resulted in the destruction of educational infrastructure, deterrent the students from attending classes, and a lower priority on allocation of funds for educational organizations.

Since independence there has been a substantial increase in the number of educational institutions. During the period 1950-1951 to 2005-06, the number of primary schools increased by more than 17 times from 1,115 in 1950-51 to 19,178 in 2006-07, whereas the number of upper primary schools increased by more than 41 times from 139 in 1950-1951 to 5,788 in 2006-07. Despite an increase in schooling facilities, the school enrollment (primary and upper primary) has also increased from 0.980 lakh in 1950-51 as compared to 17.13 lakh children in 2005-06. Girls enrolment in schools has increased greatly and constantly at all levels. At the primary stage, the enrolment has increased 16 times from 0.780 in 1950-51 to 12.36 lakh in 2005-06 and at the upper primary/ middle stage over 24 -fold from 0.200 lakh in 1950-51 to 4.77 lakh again in 2005-06. The girls' share in total enrolment, both at primary and upper primary levels, has increased constantly from 0.120 lakh in 1950- 51 to 5.78 lakh in 2005-06 at the primary stage and from 0.20 lakh to 2.08 lakh at upper primary/ middle stage for the same period. (GOI-DFID PROJECT, 2008). Despite significant achievements in these years, it is realized that there are serious problems of gender and regional disparities in UEE. A significant proportion of children continue to drop-out due to socio-economic and cultural factors and also due to lack of adequate infrastructure, shortage of teachers and unsatisfactory quality of education provided. The following table 1.1 shows the drop-out rate for both the sexes at primary level (1-V), from 1996 to 2005 in Jammu and Kashmir.

Table 1.1

Showing Drop-out rates for Boys and Girls in Jammu and Kashmir

Years	Drop-out ratio		
	Boys	Girls	Total
1996-96	34.4	33.63	34.08
1998-99	24.01	20.20	22.39
2000-01	34.35	31.67	33.18
2004-05	40.92	31.80	36.92

Selected Educational Statistics 2000-2001 and 2004-05

Source: Annual Report on educational profile (school stream) of J&K for 2000-2001 Education Departments.

The Central government in conjunction with the State governments initiated a number of programmes to fulfill the Constitutional obligations and national aspirations. The prominent schemes launched in J&K State so far are as follows:

(i) Operation Blackboard: This Scheme, started in 1987-88, aimed at improving the class room environment by providing infrastructural facilities, additional teachers and teaching- learning material to primary schools. The Scheme was implemented in 197 educational blocks in the State. Under the scheme about 2,450 schools were constructed (GOI-DFID PROJECT, 2008).

(ii) Mid-Day Meal Scheme (MDMS) The National Programme of Nutritional Support to Primary Education, commonly known as the Mid-Day Meal Programme was launched on 15th August, 1995. It aimed to give a boost to universalization of primary education by increasing enrolment, retention and attendance and simultaneously improving the nutritional status of students. During 2011-12 and 2012-13, 9.85 lakh students have been covered under this scheme (Planning Deptt. J&K Govt.2013).

(iii) Sarva Shiksha Abhiyan: (SSA) is implemented as India's main programme for universalization of elementary education (UEE). Its overall goals include universal access and retention, bridging the gender and social gaps in enrolment levels and enhancement of learning levels of all children. The SSA has merged components of the National Programme for Education of Girls at Elementary Level (NPEGEL) and the residential school scheme, Kasturba Gandhi BalikaVidyalaya (KGBV), that have focus on girl's education. Significant progress has been made during 2011-12 and

2012-13 under SSA. 1136 seasonal centers for children of nomadic population have been opened in the state covering 31256 children. Easy access of education has been made available to 25349 habitations of the state by opening 22702 primary and 10059 upper primary schools. 97 special residential schools under KGBV for girl students have been opened in economically and educationally backward areas (Planning Deptt. J&K Govt-2013). Despite, the state has made substantial expansion in schooling facilities and equalization of educational opportunities during the past few decades by the introduction of various above mentioned Schemes, yet the quality parameters could not be maintained in serving the requirements of the community to the desired extent.

Amongst the Jammu province, district Poonch is one of the remotest districts of Jammu & Kashmir State and is situated on LOC (Line of Control). Poonch is situated between 33°25' to 34°01' North latitude and between 73°58' to 74°35' East longitude. It is surrounded by Kashmir Valley (Baramula, Budgam, Shopian and Kulgam Districts) in the North East, district Rajouri in the South and Pakistan administered Kashmir in the West. The District comprises of four tehsils, namely Haveli, Surankote, Mendhar and Mandi. Total population of the district is 476820, Comprising 252286 of males and 224534 of females. The literacy Rate of the district is 68.69. 94.78 percent population is in rural areas and only 5.22 percent resides in the urban areas. There is a remarkable difference in rural and urban literacy rate. Over all rural literacy rate is 51.07 percent and the urban literacy rate is 88.84. Again the difference is visible in female literacy rate in rural and urban areas. Female literacy rate in rural area is 32.22 percent, which is remarkably less against urban female literacy rate of 81.91 percent. Male literacy rate of rural population is 63.13 and urban literacy rate is 94.15 percent (Census-2001&Census-2011). Significant efforts have been made by the government to improve the literacy rate and universalize the elementary education, but unfortunately 1373 children are still out of school in the district (SSA District, Poonch 2010-11). In order to achieve the goal of universalization of elementary education, 100 percent access and 100 percent retention of the students is essential. This has to be achieved in both urban and rural areas covering boys and girls population.

Map of Poonch District:

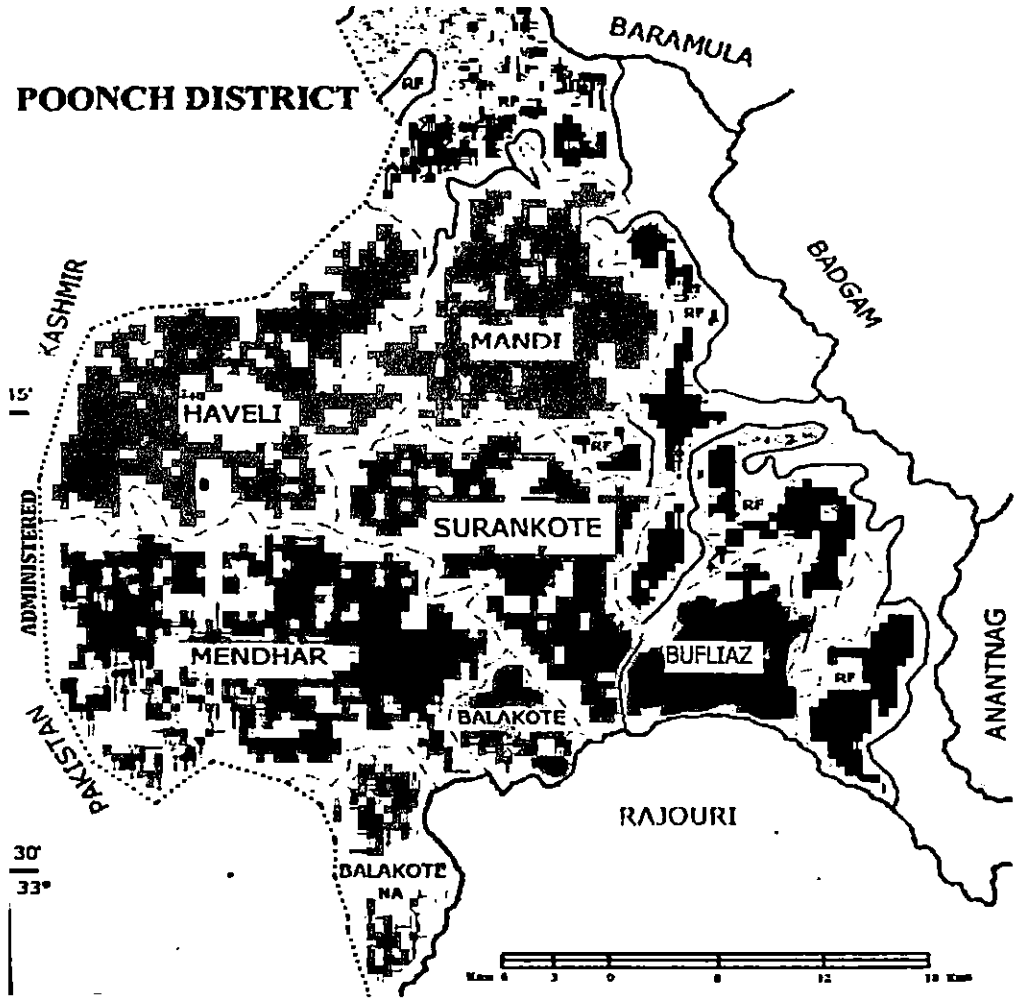


Fig.1.1. Map Showing the Administrative Units or Educational Blocks of Poonch District

1.2. Concept and Definitions:

The operational definitions of the terms used in the present investigation are being presented below:

1.2.1 Drop-out:

One of the problems encountered in the studies of dropouts is the lack of uniform definition. Many terms are used synonymously with the term "dropout" i.e., educational mortality, disaffiliated student (i.e., one no longer wishing to be associated with the school), capable dropout (i.e., family or cultural situation did not agree with school demands), stop outs (i.e., dropouts who return to school usually within the same academic year) **(Morrow, 1987)**, pushouts (i.e., individuals who feel,

sometimes quite accurately, that people in the school want them to leave **(Bachman, Green, & Wirtanen 1971).** The term drop-out has been defined by many researchers in regard to their own perspective. Few of these definitions are being presented below.

Glatter and Wedell (1971):

The term 'Dropout' refers to the proportion of students who enroll for the course but withdraw before examination".

Bachman, Green, & Wirtanen (1971):

Dropout is "a pupil who leaves school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school"

Goods Dictionary (1973):

Dropout for an elementary and secondary school level is one who had been a regular student and who withdraws from the school and fails to complete the designated programme of studies for any other reasons except death or transfer to another school.

According to Fine & Rosenberg, (1983) "Dropout is a colloquial term. It is understood that many of these youths have been thrown out, pushed out, or never allowed into the mainstream of secondary education"

Gruskin, Compbell and Paula (1987) A drop out is defined as a pupil who leaves the school for any reason except death before graduation or completion of a programme of studies and without transferring to another school.

Morrow, (1987):

"Dropout designates an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws or is dropped from membership for any reason except death or transfer to another school before graduating from secondary school or before completing an equivalent program of studies; such an individual is considered a dropout whether his dropping out occurs before or between regular school terms, whether it occurs before or after he has passed the compulsory school attendance age, and where applicable, whether or not he has completed a minimum requirement amount of school work"..

In defining dropout, **UNESCO (2005)** proposes the description "*early school-leaving*," arguing that this means exiting the formal education system without completing the cycle or programme that was started.

After analyzing all the above mentioned definitions and other related definitions one can lead to the conclusion that drop-out at primary level means a student entered the primary school but could not complete the primary education and left the school because of any reason expect death and transfer to other school. The factors associated with drop-out may be personal, familial and school related.

1.2.2 Primary Stage:

In Indian context, Primary stage of education is defined as the period of education from class- I to class-VII for the children of age group 6-14 years, as discussed by Kothari Education Commission (1964-66). This stage of education is further sub-divided into following two stages:

(i) Lower Primary Stage: This includes classes- 1-V for age group of children 6-11 years.

(ii) Upper Primary Stage: This included classes VI- VIII for the children of the age group 11-14 years. Thus, the primary education comprises lower primary and upper primary education. In the present study, the stage of first 5 years of schooling was selected.

1.2.3 Gender:

Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men or girls and boys. These attributes, opportunities and relationships are socially constructed and are learned through the process of socialization. Furthermore, the word gender is used to explain Socio-psychological and cultural differences between men and women. **Stoller (1968)** says that if the proper term for sex are 'Male' and 'Female' the corresponding terms for gender are 'Masculine' and 'Feminine'. These later might be independent biological sex.

"Gender refers to culturally, socially- constructed differences between the two sexes (Male and female). It refers to the way a society encourages and teaches the two sexes to behave in different ways through socialization" **(Browne, (1992).**

According to World Health Organization, (2001): "Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time". It also "refers to the array of socially constructed roles and relationships, personality traits, attitudes, behavior, values, relative power and influences that society ascribes to the two sexes on a differential basis. Whereas biological sex is determined by genetic and anatomical characteristics, gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is related and refers not simply to women or men but to the relationship between them."**(Esplen, E. et al. 2006).** Therefore, in the present investigation the male and female population has been drawn to calculate the drop-out rate among them and also to measure their socio-economic status.

1.2.4 Rural and Urban areas:

Village or Town is recognized as the basic unit of habitation. In all censuses throughout the world this dichotomy of Rural and Urban areas is recognized and the data are generally presented separately for the rural and urban areas. In the rural areas, the smallest area of habitation, viz., the village generally follows the limits of a revenue village that is recognized by the district administration. The revenue village need not necessarily be a single agglomeration of the habitations. But the revenue village has a definite surveyed boundary, and each village is a separate administrative unit with separate village accounts. It may have one or more hamlets. The entire revenue village is considered a single unit. Thus the term 'rural' means an underdeveloped area mostly comprised of villages.

Furthermore, urban area means the developed area where the people usually get their necessary amenities easily. According to 2011 census, following areas are treated as towns/urban areas.

(1) All statutory towns: All places with a Municipal Corporation, Cantonment Board or notified town area committee, etc.

(2) Census towns: Places which fulfills following criteria:-

   (a) A minimum population of 5000;

   (b) At least 75 percent of male working population engaged in nonagricultural Pursuits; and

(c) A density of population of at least 400 persons per sq km.

In addition, some areas falling in the vicinity of city or town are also considered as urban area if they are treated as the out growths (OGs) of the main urban unit. Such OGs are shown as urban agglomerations.

1.2.5 Socio-Economic Status:

The Socio economic status is an important concept being employed frequently in day-to –day matters. In general SES has been considered as one of the important variable influencing child's physical, emotional, intellectual, social and psychological aspects. Thus, it helps in shaping the attitudes of the person to achieve life goals and fulfill his personal and family aspirations. The SES of a child is most commonly determined by combining parents' educational level, occupational status and income level **(Jeynes, 2002).** SES, therefore, is a ranking of an individual by the society he lives in, in terms of his material, belongings and cultural possessions along with the degree of respect, power and influence.

Thomas and Currie (2001) viewed SES as person's position in any group, society or culture as determined by education, occupation, wealth and social class. The term socio-economic status is used by the sociologists to denote an individual or family's overall rank in the social and economic hierarchy **(Mayer & Jencks, 1989)**

According to Graetz (1995) Socio-economic status refers to as a finely graded hierarchy of social positions which can be used to describe a person's overall social position or standing. It can be indicated by number of concepts, such as employment status, occupational status, educational attainment, income and wealth.

Atkinson et al. (1992) defined SES as the individual's relative position in the community in the context of profession, income, place, cost of residence and relatives.

According to Shah (1986) the components of SES (rural and urban) are grouped in six categories i.e. Caste, Occupation, Education, Income, Possession and Social Participation.

Eshleman and Cashion (1985) defined Socio economic status as an assessment of person's education, occupation and income in a particular social system. Likewise socio-economic status attainment refers to the achievement of person's relative position of education, occupation and income within that particular social system.

The dictionary of education **Good (1973)** has defined it as the background, environment or level indicative of both the social status of an individual or a group.

Any group of persons coming closer to each other on the continuum of occupation, income, caste and culture **(Kulshrestha, 1975)**

1.3 Statement of the Problem:

The Problem selected for the present investigation reads as under:-

"A Study of Drop-out in Primary Schools of Poonch District of Jammu and Kashmir in Relation to Gender, Rural-Urban Location and Socio-Economic Status of the Students'.

1.4 Significance of the Study:

Elementary Education is considered the bedrock of all socio-economic developments of the country. In order to promote education to all children irrespective of caste, creed, colour, sex, religion, region etc. and also for realizing democratization of education as a birth right to all, the government has made several attempts from time to time to achieve the goal of the universalization of elementary education. Universalization of elementary education involves three important things; i.e. Access, Retention and Quality (National policy of education, 1992). The Government claimed to achieve 99.8 percent net enrolment ratio at elementary stage of education (Times of India, 15 may, 2013), but failed to retain them in the school. So, the desired goal has not been achieved yet. This is because of alarming incidence of drop-out at this stage. The following table 1.2 shows the drop-out rates at elementary level during 1999-2011 in India.

Table 1.2

Showing the Drop-out Rates at Elementary level during 1999-2011 in India

Years	Classes (I-V)			Classes (V-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
1999-2000	38.80	41.00	40.30	53.30	57.70	55.10
2000-2001	39.70	41.90	40.70	50.30	57.70	53.70
2001-2002	38.40	39.90	39.00	52.90	56.90	54.60
2002-2003	35.85	33.72	34.89	52.28	53.45	52.79
2003-2004	33.74	28.57	31.47	51.85	52.92	52.32
2004-2005	31.81	25.42	29.00	50.49	51.28	50.84
2005-2006	28.71	21.77	25.67	48.67	48.98	48.80
2006-2007	24.57	26.75	25.60	46.44	45.22	45.90
2007-2008	25.70	24.41	25.09	43.72	41.34	42.68
2008-2009	26.68	22.90	24.93	44.89	38.86	42.25
2009-2010	30.25	27.25	28.86	40.59	44.39	42.39
2010-2011	28.70	25.10	27.00	40.30	41.00	40.60

Source: (Published Statistics) Ministry of Human Resource Development Govt. of India. (13456) & Rajya Sabha Unstarred question No.867, dated 30.11.2012

The table 1.2 clearly indicates that the drop-out rates has decreased about 15 percent in one decade. The drop-out rate at primary and upper primary stage was 40.30 percent and 55.10 percent respectively during (1999-2000). In the year 2010-2011 it has come down to 27 percent at primary and 40.60 percent at upper primary level. This indicates the positive impacts of the various schemes launched by the government in regard to primary education. Although the progress is very slow. With the implementation of Right to education act 2009 (RTE), of course, there has been a gradual decline in the average drop-out rate at elementary level from 9.01 percent in 2009-10 to 6.09 percent in 2010-11 (Daily News and Analysis,1 April, 2012) but there have been more children drop-out in 2010-11 as compared to 2009-2010 in 10 out of 30 states where RTE has been notified, including progressive states like Tamil Nadu and Gujarat that had increased drop-out ratio from 0.1 percent to 1.2 percent and 3.9 percent to 4.3 percent respectively in 2009-10 and 2010-11 (Times of India, 1 April, 2012).

The problem of drop-out is still serious as the large numbers of children leave the school before completing their elementary education. It is not only a problem that influences the individual but it has serious implications on entire society and a hurdle in all the developmental aspects of the nation. Education is the basic right of every individual. Primary education is highly important as it lays down the foundation of education. Enrollment of the students at secondary and university level of education depends upon the retention and success ratio of the students at primary level. It makes the individual to understand the difference between right and wrong, desirable and undesirable. Primary education develops among students the basic skills of language communication such as listening, speaking and symbolic skills like the use of signs, symbols and drawing. It makes the pupils to apply the acquired knowledge and skills of a subject in various life situations. It develops a sense of emotional and national integration, patriotism, scientific attitudes, critical thinking, positive attitude, ability to observe and appreciate the beauty in things and phenomenon, and also promote internationalism, social, spiritual, moral values and universal brotherhood among the students. These objectives of primary education can be achieved by eradicating the most baffling problem of drop-out from the Indian schools. Therefore, it is very essential to study this problem deeply considering every aspect of it so that the menace of drop-out may be reduced in the future. A perusal of the related literature reveals that only countable numbers of studies have been conducted in Jammu and Kashmir related to the drop-out rates and its associated factors. Educational problems vary from one state to another state and even one region to another region within the state. The researcher could not find even a single study related to drop-out rates and its causal factors in district Poonch of Jammu and Kashmir. Thus, the educational scenario of J&K state and especially the Poonch district motivated the investigator to undertake such a study. It is expected that the data generated out of present investigation will be useful for policy makers and academicians of the state for making a concrete plan for ensuring successful completion of primary education for every students and achieving the goal of universalization of elementary education.

1.5 Objectives of the Study:

Every researcher deals with the solution of some specific problem selected by him. Therefore, the researcher has certain goals or purposes in his mind to execute or solve them by his research work. These goals or purposes are technically termed as

'objectives'. No research work can be carried-out without specific objectives. Moreover, the whole research process is guided by objectives, which have been explicitly and precisely spelled-out by the researcher before starting the work. In this regard, the following objectives have been formulated for the present study.

(1) To find-out the drop-out rate at primary school level collectively and separately for each class.

(2) To compare the drop-out rate of male and female students in primary schools.

(3) To compare the drop-out rate of rural and urban students in primary schools.

(4) To compare the drop-out rate of government and private Schools.

(5) To compare the socio-economic status of drop-outs and stay-ins for total sample, male and female samples as well as rural and urban samples.

(6) To compare the socio-economic status of male and female drop-outs as well as rural-urban drop-outs.

(7) To compare the socio-economic status of male and female stay-ins as well as rural-urban stay-ins.

(8) To evaluate and compare the infrastructure and its related aspects among rural and urban schools of poonch district.

1.6 Hypotheses:

Every investigation starts with the statement of a solvable problem. When the problem has been stated, a tentative solution in the form of a testable proposition is offered by the investigator. This testable proposition is called a hypothesis. The hypothesis is a powerful tool which provides a direction to the researchers in the process of research. It guides or helps the researchers in achieving the objectives of the study. Thus, in order to give proper direction to the study and also to make the research substantive, it is essential to frame research hypotheses, which may be tested or verified from the evidences available in the form of collected data. Therefore, keeping in view the objectives of the study, following null hypotheses have been formulated by the researcher for the present investigation.

(1) There would be no significant difference on the measure of socio-economic status between the drop-outs and stay-ins for total sample.

(2) There would be no significant difference on the measure of socio-economic status between the drop-outs and stay-ins for male and female samples.

(3) There would be no significant difference on the measure of socio-economic status between the drop-outs and stay-ins for rural & urban samples.

(4) There would be no significant difference on the measure of socio-economic status between male and female drop-outs.

(5) There would be no significant difference on the measure of socio-economic status between rural- urban drop-outs.

(6) There would be no significant difference on the measure of socio-economic status between male and female stay-ins.

(7) There would be no significant difference on the measure of socio-economic status between rural & urban stay-ins.

1.7 Delimitations of the Study:

Any research could not be treated as best or an overall complete work. Because research in educational field is a time bound programme. So it is very difficult in a single research study to cover every aspect associated with the problem under investigation. Therefore, the researcher has to work under certain well defined boundaries or in other words he has to delimit his work keeping in view time, resources and other factors. Thus, the present study too has the following delimitations.

(i) Due to shortage of time and resources the study was carried-out only on the students of primary classes (I-V). Although, the problem of drop-out is common to elementary, secondary and higher secondary classes also, yet the focus of the study was confined to the primary stage. There are generally two types of schools, one up to 5^{th} standard which are large in number and another upto 8^{th} standard i.e. lower primary and upper primary. It was almost impossible for the researcher to follow the achievement of the students once the child left the school after completing primary education. Therefore in order to maintain the clarity and uniformity of the data the study of the drop-out rate was confined to primary schools only.

(ii) A sample of only 110 primary schools was selected in order to calculate the drop-out rates.

(iii) The collection of data from the drop-outs was a difficult, most challenging and time consuming job. Therefore keeping in mind this fact the representative sample was confined to 300 respondents comprising 150 drop-outs and 150 stay-ins.

(iv) The study was restricted to five educational Zones from two tehsils of district Poonch.

Chapter - 2

Review of Related Literature

Chapter-2

REVIEW OF RELATED LITERATURE

A collective body of works done by earlier scientists is technically called the literature. Every investigation starts with a review of the literature. In fact, working with the literature is an essential part of the research process which generates the idea, helps in developing significant questions and is regarded as instrumental in the process of research design. According to Fink, (1998), a literature review is a systematic, explicit and reproducible method for identifying, evaluating and interpreting the existing body of recorded work produced by the researchers, scholars and practitioners. It is a critical summary and assessment of the range of existing materials dealing with knowledge and understanding in a given field (Blaxter, et al. 2002). Review of related literature allows the researcher to acquaint himself with current knowledge of the field in which research is being conducted. One of the important steps in the planning of any research study is a careful review of the research journals, books, dissertations, theses, educational abstracts etc. Review of the related literature serves the following specific functions:

i. Review helps the researcher to delimit and define his problem.

ii. The knowledge of related literature makes the researcher up- to date on the work which others have done and still remain in the area.

iii. It enables him to state the objectives clearly and concisely.

iv. The researcher draws maximum benefits from the previous investigations, utilizes the previous findings, takes many hints from designs and procedures of previous researches and formulates an outline for future research.

v. The review of related studies provides the insight into the methods, tools and measures etc., employed by others in the related area.

vi. It provides ideas, theories, explanations, hypotheses of research, valuable in formulating and studying the problem at the hand.

vii. It also furnishes indispensable suggestions related to the problem and already employed techniques to the investigator.

In fact, the review of related literature serves multiple purposes and is essential to a well designed research study. It is generally the first step in the research process, and it can contribute valuable information to any part of the research study. The review of related literature carried out by the investigator for the present work is being presented below.

Das, R .C. (1969) conducted a study of the wastage and stagnation at elementary level of education in the state of Assam. The main objective of the study was to study the wastage and stagnation at elementary level of education in the state of Assam with special reference to the primary stage. The Global enrolment cohort method was applied for the study. The major findings of the study were as follows (i) in spite of a rapid increase in educational expenditure, efforts and facilities, the rate of wastage and stagnation remained constant. (ii) the rates of wastage and stagnation were 72.12 percent at primary level and 38.45 percent at middle level for pupils in general; (iii) The total rate of wastage and stagnation for pupils at the elementary level as a whole lay between 80.56 and 86.31 percent, (IV) and the rate of wastage and stagnation among girls was higher than that for boys.

Fitzsimmons, S. J., Cheever, J. E. et al. (1969) studied the school failures: now and tomorrow. This study reports on the scholastic characteristics associated with both high school drop-outs and poorly performing graduates. Extensive analysis of the academic histories of 270 students from elementary and secondary schools, using pattern analysis and non-parametric techniques, revealed that most poorly performing students could be identified as early as the third grade ; drop-out began failing somewhat later than poorly performing graduates ;early English language problems are critical; early failures in one or two areas frequently spread later to other areas., and certain early performance patterns are associated with later drop-out

Gupta, S. L. (1974) carried out a study of the impact of the ungraded school system on reducing school drop-outs and stagnation in primary schools. The main objective

was to see the impact of ungraded school system on reducing school drop-outs and stagnation in primary schools. Survey method was used for the collection of data. Progress on tests and interviews were the tools. The study revealed that :(1) the drop-outs rates for the experimental group, for the project period was 37.7 percent as against the average of 57 percent (ii) the average daily attendance and the levels of achievement of the project pupils were higher (iii) The additional cost involved in the upgraded system was only Rs 1.26 per year and hence negligible

Khandekar, M. (1974) made an attempt to study the socio-economic and environmental characteristics of drop-outs and to ascertain the factors responsible for dropping out. 390 households were taken as sample and youths in the age group of 14-21 years were interviewed. The study showed that the major reasons for dropping out were non-economic such as not interested in studies, household work, failed, sickness, no nearby school found to be more prominent than the economic reasons.

Das, R. C. (1975) carried out a comparative study of educational wastage in urban and rural areas. The major objective of the investigation was to find out the variation of educational wastage with regard to its extent at the primary education level in rural and urban areas. The study covered 761 schools out of which 743 were located in rural and 18 in urban areas in the Jorhat subdivision of Sibsagar district. 19 suburban schools were also studied. The cohort method was used to find out the wastage. The findings of the study revealed that- (1) the total educational wastage was 63.2, 70.8, and 77.9 respectively for urban, suburban, and rural areas, (2) The combined wastage and stagnation in rural area schools was significantly higher than that in the suburban area schools which was in turn significantly higher than the urban area. (3)The wastage was lowest (7 percent) in the suburban area schools. But in case of stagnation, the rate was lowest for urban area (48.1 percent). (4) In rural areas, wastage in case of girls was lowest than that in case of boys, whereas it was almost the same for boys and girls in urban and suburban areas. However, in case of stagnation, the percentage was lower for girls in urban area but higher in both the suburban and rural areas in comparison with boys.

Punalekar, S. P. (1975) conducted a study of school drop-out among Harijan children, causes and cure. The objectives of the study were to study the socio-economic background of the drop-outs and to identify the lapses or short comings on the part of the Harijan families; school system and village community.198 drop-outs and their parents were interviewed as the sample of the study. The study revealed that: (1) The monthly income of 78 percent families was Rs.200 or less (2) 80 percent children attended school regularly and one fourth regularly attended to home work. (3) The main reasons for their dropping out were the economic hardship of the family, ill health in the family or of the child. (4) In 70 percent cases the decision of drop-out was taken by the family while in remaining cases it was by the child. (5) The drop-outs had low aspiration level.

Thornburg, H. D. (1975) studied the attitudinal determinants in holding drop-outs in school. Entering high school freshmen (N-421) during the 1971-72 academic years in a rural Arizon high School. 154 identified as potential drop-outs, 36 were randomly selected and received a special academic programme and 118 were placed in vocational educational classes. A central group of 94 students were randomly selected from those assigned to the regular classroom. The special academic class was designed to hold potential drop-outs in school, as well as to modify some of the negative attitudes toward school with which they entered as freshmen. It was found that the special academic group maintained their attitude toward school with no drop in attitude occurring. In contrast, the potential drop-outs which were assigned to vocational classes showed a slight drop in attitude toward school while the control group showed a significant decrease. A lower drop-out rate also was found among the special academic students then the other two groups, a fact which attests to the effectiveness of the program.

Raj, N. K. (1979) carried out a study of the socio-economic factors and interrelationships among the out-of-school children. The aims of the studywere to enumerate the out of school children in the age group 6-11 years, and to find-out the socio-economic factors that characterized the out of school children. The non-probability sampling procedure was used on the basis of which 54 drop-outs and 659 left outs were included in the sample. Interview schedule was used as the tool of the

study. The findings of the study revealed that (1) There was a decreasing trend in percentage from lower to higher age categories for the left-outs whereas, the corresponding trend for the drop-outs was an increasing one, (2) Drop-outs were found more in large families, (3) The percentage of out-of school children was higher in those families which were low in family literacy index, (4) The percentage was higher in nuclear families than in joint families.

Pillai, G.V; Benjamin, J. et al. (1980) conducted a study of drop-outs in primary education in Kerala. The major objectives of the study were: (i) to estimate the rate of drop-out in primary education and (ii) to identify the socio-economic status causes leading to drop-outs. Sample consisted of 28 lower schools selected from 28 educational sub-districts with due representation to highlands, middle and coastal regions in the state. Four hundred seventy nine households were surveyed for the purpose. The findings revealed that the percentage of drop-outs was higher among boys than girls, Students belonging SCs, STs and Other Backward Communities constituted the majority of the drop-outs i.e. 69 percent, The main reasons of drop-out were ill health, household work, and poverty in that order, A majority of drop-outs were children of casual labourers.

Sarkar, B.N. (1980) carried out a pilot investigation on school drop-out reasons. The main objective of the investigation was to ascertain the reasons for drop-out and prepare a list of reasons applicable to the rural population of the country. A questionnaire consisting of 93 questions was administered on a sample of 46 male and 35 female drop-outs in the age group of 6-14 years. Guardians of the drop-outs were also interviewed. The findings of the study revealed that School environment did not contribute to the drop-out of students of either sex. Domestic work accounted for at least 70 percent of female drop-outs, Inadequate income for living accounted for two-thirds of female drop-outs and about 80 percent of the male drop-outs, Guardian's lack of interest was the most dominant reason applicable to both the male and female drop-outs.

Seetharamu, A. S. and Ushadevi, M. D. (1981) carried out a study of the school drop-outs in Karnataka state. The objectives of the investigation were to analyze the

problem of drop-outs in the context of school factors and family factors. The sample of the study consisting of 1872 drop-outs families and 80 schools in 62 villages, was drawn through the multistage stratified sampling technique. The interview schedules and school records were used as the tools of the study. The findings revealed that there were regional variations in the family and school factors which favoured school participation, 55 percent of the child labourers were drop-outs from school in the state, mostly the family factors were responsible in the case of girl.

Vathsala, S. (1981) conducted a study of initial drop-outs at middle school level. The objectives of the study were: (i) to identify the causes of drop-out, and (ii) to examine the inter-relationship among the various factors related to drop-outs. Thirty drop-outs and thirty stay-ins were selected as the sample of the study. The findings of the study revealed that Potential drop-outs hailed from poor, illiterate, wage- earner families, Poor achievement in reading and number abilities and failure were associated with potential drop-outs, Drop-outs were neurotics, had low acceptance and achievement motivation, As potential drop-outs, there was no significant difference between boys and girls, Potential drop-outs linked the schools.

Hussain, M. (1982) conducted a study on wastage and stagnation in primary schools of rural areas of Bhilwara district. The aim of the study was to find out the wastage and stagnation as well as the pupil-teacher ratio in urban and rural areas. Primary schools of all the panchayat samitis of Bhilwara district (from 1976-77 to 1980-81) were taken up for the study. The normative survey method was used. Data were collected from registers for admission, attendance, examination and issue of transfer certificate. The study revealed that (1) The rate of wastage was very high, and it was highest in the first two classes,(2) Out of 682 primary schools, 506 were single-teacher schools and in these the rate of wastage was much higher than in multi-teacher institutions, Most of single-teacher schools had classes 1 to 5 and this resulted in wastage. (3)The teacher-pupil ration in Rajasthan as a whole was 1:49 whereas in rural areas of Bhilwara district, it was found to be 1:26.

Mathur, J. S., Jain, S .P. et al. (1982) conducted a study on rural youths from poverty groups: drop-outs and non-students. The objectives of the study were: (i) to

examine the SES of school/college drop-outs and non-student youths, (ii) to identify causal factors for their withdrawal. The sample consisted of 1900 respondents, drawn through multi-staged randomized process. The findings of the study revealed that:

(i) Most of the parents felt that school timings were unsuitable and did not provide adequate opportunity to the children to be helpful in their family education,

(ii) The reasons mentioned by non-students for not attending school were poor financial position, parental ignorance, need to supplement family income, frequent migration of parents, unforeseen eventualities such as sickness, etc.,

(iii) In case of drop-outs, parental ignorance, involvement in work, lack of interest in studies and failure in examination were the reasons.

Sharma, R. C. (1982) investigated the wastage in education at primary level in Rajasthan. The purpose of the study was to find out the position of wastage at primary level from 1970-71 to 1980-81. The investigation covered all the students studying in Classes 1 to 5 in Rajasthan. The major findings of the study were (1) Enrolment percentage of children in the age group 6-11 at state level in 1979-80 was 56.6 percent as against the national average of 81.9 percent, (2)The wastage rate for girls from scheduled castes was 72.30 percent and for others it was 63.38 percent.

Devi, K. G. (1983) conducted a study on problem of drop-outs in primary schools of Manipur with special reference to Imphal town. The objectives of the study were:(i) to ascertain accurately the extent and nature of drop-out in the primary course of education in Manipur, (ii) to ascertain accurately the incidence of drop-out at the primary stage of education at Imphal town as well as in Manipur, (iii) to study the variations in the magnitude of the problem under various situations, (iv) to identify the causes and their relative importance. The career of 54497 and 2927 fresh entrants in Class A in 1961 have been followed upto Class VIII in 1970 in Manipur and Imphal town respectively as the sample of the study. Interview schedules were the tools of the study. The cohort method was followed to test variation in the incidence of drop-out. The major findings of the study revealed that (1) The difference in rate between boys and girls was 14.26 percent, (2) The difference between the mean rate

of drop-out boys and girls was 6.30, (3) The highest rate of drop-outs appeared in Class A (48.48 percent) and lowest in Class VI (4.79 percent), Poverty, frequent transfer, repeated failures and negligence of parents were the main causes of drop-outs.

Rumberger, R. W. (1983) conducted a study on dropping -out of high school. The influence of race, sex and family background. This study examined the extent of the high school drop-out problem and investigated the reasons behind leaving school and some of the underlying factors influencing their decision. Particularly attention was focussed on differences of sex, race and family background. Data for this study come from a new, national sample of youth who were 14 to 21 years of age in 1979. A multivariate model is developed to estimate the effects of family background and other factors on the decision to drop-out of school. Several results emerge from this study: The reasons students cite for leaving school vary widely, with women more likely to leave because of pregnancy or marriage and more likely to leave to work; family background strongly influences the propensity to drop-out of school and accounts for virtually all the racial differences in drop-out rates; various other factors, including ability and aspirations, also influence this decision.

Dass, J. R., and Garg, V. P. (1985) studied the impact of pre-primary education on drop-outs, stagnation and academic performance. The study was carried out in 18 schools of Delhi Municipal Corporation. For the study of drop-outs, the total numbers of students covered were 10,082 from schools with nursery sections. A sample of 789 Class V students was taken to see the effect of pre-school education on educational achievement. The study revealed that (i) early childhood education had a salutary effect in case of the group which has pre-school education, (i) slightly higher achievement was also observed in Class V among students who attended pre-primary education

Nayal, G. S. (1986) conducted a study on high school drop-outs: A socio-psychological study. Three hundred (300) students of high school and intermediate college of Almora district were selected as the sample of the study. The tools used for the collection of data were the socio-economic status scale (rural) and the high school

personality questionnaire. The findings of the study revealed significant difference between the drop-out and staying groups on their social and psychological characteristics. The study also revealed that dropping out behaviour is the cumulative effect of social and psychological variables.

SIE (U.P.), (1986) conducted a study of drop-outs and failures in primary classes. The major objective was to study the causes of drop-out and failure among 6-14 age group students. The study was determined to the four regions of the state, namely the middle zone, eastern zone, southern zone and western zone. The main findings of the study were: (1) In all the four developed blocks, the development trend showed that in class 6-8, 15 percent were drop-outs and 4 percent were failures, Maximum drop-outs were seen among children coming from backward classes, No significant difference was noted in the successful candidates and those who dropped out in class V, (2) The main causes for drop-out were illiteracy of the parents, poverty, lack of interest, distance of school from home, unattractive environment of the school, indifference of the teachers, irrelevant curriculum, lack of physical facilities like water and sanitation etc. in schools.

Grover, I. (1988) conducted a study on enrolment and retention trends in primary education in a rural community in Haryana. The objective of the study was to study the enrolment and retention trends in primary education in a rural community in Haryana. The enrolment and retention data were collected from the village government primary school records and the office of the block development officer. The collected data were treated with frequency and percentages. The findings of the study revealed that the discrepancies in enrolment occurred on the basis of caste and sex. Girls comprised 77 percent and boys 75 percent. The drop-out rate from 1954-55 to 1984-85 was estimated at 52 percent. The pass percentage over the year ranged from 71 percent to 100 percent. The percentage breakup on the basis of sex and caste showed that 63 percent of the students who completed primary school were Jat boys, 22 percent were non-Jat boys, 12 percent and 3 percent were girls from Jat and non-Jat households. The percentage of girls completing primary education was small, especially those belonging to non-Jat households.

Thakur, T., Sharma et al. (1988) conducted a study on drop-out in the primary schools of Assam. The objectives of the study were :(i) to compute the drop-out rate, stagnation rate and the rate of regular promotion in the primary stage of education in Assam, and (ii) to study the sex-wise, area-wise and community-wise variation of drop-out and stagnation in Assam. The sample consisting of 1200 primary schools of the state was drawn through random stratified sampling procedure. The true cohort method was used to compute drop-out, stagnation, and regular promotion. The study revealed that (1) the rate of drop-out for boys was 16.96 percent and 15 percent for girls. (2) The rate of stagnation for boys and girls was 39.74 percent and 54.87 percent respectively.(3) The rate of regular promotion was 43.3 percent and 30.12 percent for boys and girls respectively, (4) The rate of drop-out was highest in the Scheduled Tribes areas, i.e. 24.59 percent and the least in urban areas 12.7 percent. (5)The rate of stagnation was the highest in the Char area (87.93 percent) but lowest in the urban area. (6)The rate of regular promotion in the urban area was highest (43.3 percent) but least in the Char area, only 13.04 percent.

Bryk, A. S., Thum, Y. M. (1989) investigated the effects of high school organization on dropping out : An exploratory investigation. A hierarchical linear model analysis (Raudenbush and Bryk, 1986) was used to investigate directly the effects of structural and normative features of schools on both the probability of dropping out and the strongest behavioural predictor of dropping-out, absenteeism. The study hypothesized that high levels of internal differentiation within high schools and weak normative environments contribute to the problems of absenteeism and dropping out. Conversely, these students behaviour should be less problematic in school context. Where there is less differentiation among students and strong normation. The empirical results reported in this study support these hypotheses. No single factor makes schools effective in sustaining student interest and commitment. Rather, a constellation of both structural and normative features appears to be involved. The analysis also provides some support for the contention that special benefits accrue to disadvantaged and at risk youth from attending certain kinds of schools.

Cairns, R. B., Cairns, B. D. et al. (1989) studied the early school drop-out: configurations and determinants. This longitudinal study examined behavioural,

cognitive and demographic factors associated with early school drop-out. Follow-up assessments were completed on a sample of girls (n= 248) and boys (n = 227) who had first been seen when they were in the seventh grade. School status was determined for all living subjects, 99 percent of them were interviewed individually in the fifth annual test wave. Overall 14 percent of the group had dropped out of school prior to completing grade 11.The clusters of males and females most vulnerable to early school drop-out were characterized in grade 7 by high levels of aggressiveness and low level of academic performance (82 percent early dropout-out in males; 47 percent early drop-out in females). In seventh grades, subject who subsequently dropped out tended to affiliate with persons who were also at risk for drop-out. Socio-economic status, race, and early parenthood were also associated with school drop-out.

Gupta, J.K. and Srivastava, A. B. L. (1989) conducted a study of stagnation and drop-out at primary stage in educationally backward states; namely Andhra Pradesh, Assam, Bihar, J&K, Madhya Pradesh, Orissa, Rajasthan, U.P., and West Bengal. The main purpose of the study was to estimate the overall wastage rates in terms of stagnation (repeated) and drop-out rates separately for boys, girls, rural-urban areas and for children belonging to scheduled castes and scheduled tribes categories. The reconstructed cohort method was used for estimating stagnation and drop-out rates. The major findings of the study were: (1) the overall drop-out rate of the primary stage was more than 60 percent in the states of Andhra Pradesh, Bihar, J&K, and West Bengal. Whereas in Assam, Orissa, Rajasthan, and U.P., it was less than 50 percent and in case of Madhya Pradesh, it was around 58 percent.(2) the drop-out rate among SC as well as ST pupils was higher than that of pupils of all communities in all the states except in J&K.

Mekonnen, M. (1990) carried out an investigation on factors influencing school dropouts in a sub-saharan African nation: perceptions of Ethiopian educators. The objective of the study was to identify the primary reasons related to students dropping out of school in Ethiopia. Data pertinent to the study was obtained from a sample of 315 national educators attending the 1989 summer in-service programme at Addis Ababa University in Addis Ababa and Kotabe, Teachers college. It was a descriptive

survey study. The findings of the study showed the following reasons as the top ten factors influencing students to drop-out of school in Ethiopia: (i) Socio-economic status, (ii) providing assistance to parents during seasonal crop harvest, (iii) uncertainty of career goals, (iv) early marriage, (v) attending to additional home responsibilities, (vi) lack of learning interest, (vii) influence of large family size, (viii) Low level of parental education, (ix) poor academic achievement, and (x) poor health. Also, the inability to pay school fees, distance of school from home, problems with the language of instruction, pregnancy, irrelevant curriculum, low self-esteem ,full time employment, the impact of single parenting andaddiction to substances have been found to have intermediate effects uponthe continued schooling of students.

Reddy, K. (1991) examined the factors responsible for drop-out of school among the Yerukula's in Tadikalabayulu village of Cuddapah district in Andhra Pradesh. A simple random sample of 50 parents of children who dropped out from school between academic year 1985-86 to 1987-88 were interviewed with questionnaire. The findings of the study revealed that size of the family, single parent family, occupational attainment were found to be some of the demographic factors responsible for dropping-out, while financial difficulties, land holdings, home responsibilities and desire to work were some of the economic reasons for it.

Edward, J., Mc Caul, et al. (1992) investigated the consequences of dropping out of school: Findings from High School and Beyond. The purpose of the present study was to examine the personal, social, and economic consequences of dropping out of the school. Multiple-regression analysis was used to determine the degree to which dropping out explained variance in those measures when race, urban city, geographic region, socio-economic status, and academic achievement were held constant. Drop-outs differed from graduates with no post secondary education on many personal and social adjustment measures. The findings indicated that male and female drop- outs have different personal, social, and economic experiences

Gyaneswar, S. S. (1992) investigated a study into the extent of stagnation and drop-out in the schools of Manipur. The objectives of the study were : (i) To estimate the overall rate of wastage in terms of stagnation and drop-out in different classes, among

the boys and girls, among the children belonging to Scheduled Castes and Scheduled Tribes, and (ii)To compare the wastage rates in urban and rural areas. The sample consisted of 50 schools out of which 27 schools were from urban areas and 23 schools from rural areas, was drawn from Bishenpur district in Manipur valley through a simple random sampling technique. The headmaster's inventory of pupil's drop-out and interview schedule were used as the tools of the study. The major findings of the study were: (1) The rate of wastage and stagnation amongst pupils in rural schools was higher than amongst urban schools, (2) The rates of wastage and stagnation amongst boys, girls and scheduled tribes in rural schools were 40.9 percent, 55.2 percent and 92.8 percent respectively. They were higher than those in urban schools, viz. 25.6 percent, 21.8 percent and 75.0 percent respectively.

Pratinidhi, A. K., Kurulkar, P.V., Garad, S. G. et al. (1992) studied the epidemiological aspects of school drop-outs in children between 7-15 years in rural Maharashtra, India. The sample was selected on the basis of an epidemiological survey, comprising 172 school drop-outs from 16 schools of rural Maharashtra. A home visit was paid and information about socio-economic and cultural aspects was collected and a psychological screening was undertaken. The study revealed that there was no significant difference in overall drop-out rates for both sexes, it increased sharply at 11 years of age in girls. The majority of children dropped-out due to financial problems or unsatisfactory scholastic performance.

Vyas, J. C. (1992) carried out an investigation on pupils drop-out at the primary stage in the state of Rajasthan. The main objectives of the study were: (i) to find out the status of pupils dropping out from schools, and (ii) to explore the causal factors. The sample of study consisted of 413 schools, out of which 316 primary and 97 upper primary schools were selected by using the circular systematic sampling technique. The collected data were treated with mean, SD, 't' test and chi-square. The major findings of the study revealed that (1) the drop-out rate of girls was more than that of the boys. (2)The drop-out rate in urban schools was more than from the rural schools. (3)The drop-out rate in government schools found (45.36 percent) was more than that of private schools (36.65 percent). (4) No significant difference in drop-outs was found between the primary and the upper primary schools.(5) The drop-out rate was

higher among STs than that of SCs and other (6) The drop-out rate of boys and girls of labourers was higher (53.17 percent) than that of children whose parents were engaged in business (40.04 percent), or services (40.22 percent).(7) The potential causes of dropping out were related to family circumstance (50.03 percent), personal reasons (30.18 percent), and other reasons (5.76 percent).

Backes, J, S. (1993) conducted a study, The American Indian High School Drop-out Rate: A matter of style? A 1991/92 survey sought to determine the effect that learning style (measured by the Gregorc Style Delineator) had on the learning success or failure of American Indian Chippewa (metis) High School students (N=98 graduates, drop-outs=135) in ND as compared to Non-American Indian High School students (N=94 graduates, drop-outs=31) in MN. No significantdifference was found in the personal learning style of graduates vs drop-outs in either population. Results also indicated statistically significant differences in learning styles of American vs Non-American Indian students.

Verma, S. L. (1993) conducted a study of drop-outs among girl students in rural schools of Ajmer district. The objectives of the study were: (i) to understand the extent of drop-out among girl students of rural schools of Ajmer district, (ii) to find out the causes of drop-outs among the girl students. Questionnaires were administered and interviews were conducted on drop-out girl students, parents, head of the schools, local leaders for the collection of data. The major findings of the study revealed that Girl child drop-outs rate was higher in rural areas than in urban areas, Social causes of drop-out of rural girls from school were illness of parents, accident of relative (brother), divorce of parents, death of parents, parent's unfavorable attitude for girl child education in rural areas, etc. Helping the mother in selling vegetables, looking after goats on the field, working on agricultural field and factories were the economic causes of drop-outs among girl children at Ajmer district in Rajasthan.

Bhat and Yasmeen (1994) analyzed the wastages in primary education in Kupwara district of Jammu & Kashmir. 24 schools were selected, of which about 20 percent of stagnant and 28 percent drop-outs were chosen as samples, by using stratified random sampling method. The study was conducted during the period 1984-88 and the data

were collected using personal interview method. The study revealed that the drop-out rates in primary schools were found to be 0.19 percent and majority of the respondents dropped-out due to the family's poor economic condition. Besides, ill health of child, illiteracy of parents, and lack of interest in studies were found to be the other reasons for dropping-out.

Rush, S. and Vitale, P. A. (1994) analyzed the determining factors that place elementary students at risk. The purpose of this survey was to determine a profile of the most significant factors that caused elementary school students to be at risk. A factor analysis of this survey revealed 8 interpretable factors accounting for 52 percent of variance. These factors included (a) academically at risk, (b) behavior and coping skills, (c) socially withdrawn, (d) family income, (e) parenting, (f) language development, (g) retention, and (h) attendance. Results indicated that factor a, and factor b, accounted for half of the variance. The overall "hit rate" for both at-risk and not at-risk students was 90.71 percent using the eight factor solution. The profile provided educators with a pattern of the significant at-risk factors that can facilitate the process of identifying potential drop-outs as early as the elementary school level.

Vickers, H. S. (1994) carried out an investigation on 'the young children at risk: Differences in family functioning'. A group of children (n=100) attending three elementary schools in the nation's middle Atlantic region was identified as academically at risk. A comparison group of students (n=100) who were not classified at risk was randomly selected from the same schools. Two hypotheses were tested: The families of at-risk students are different from families of not at-risk students in (a) demographically and (b) in their interactional patterns. The study revealed that at-risk families are less cohesive and less adaptable than families not at-risk. These findings have implications for school practice and policies concerning family involvement in schools; and they lend support to efforts aimed at training teachers to understand and connect with these families.

Ahluwalia, M; Anuradha, S. (1997) carried out a study of drop-outs in literacy campaign with following objectives:(i) to enlist the various reasons and their relative severity underlying the problem of drop-outs, (ii) to study if there is any relationship

of age of the learner with the drop-outs behavior and stage of drop-out, and (iii) to study the interplay of personality and circumstantial factors causing the problem of drop-out. The sample consisted of 205 drop-outs from the two districts of Chandigarh namely Hoshairpur and Faridkot. A questionnaire was developed by the researches himself for the collection of data. The collected data were treated with percentages. The major findings of the study revealed that As regards occupational distribution of drop-out, a large majority of people belonged to the agricultural labour force. Majority of drop-outs came from the age group 15-25 years, it was found that most of the drop-outs were unskilled and causal workers, As regards rank wise distribution, drop-outs were due to household work, family circumstances, and financial problems, reluctance to go to classes and due to various personality traits.

Chuang, H. L. (1997) carried out an investigation of high school youth's drop-out and re-enrollment behaviour. This investigation attempted to empirically study through the application of logit model the drop-out behaviour of youths, as well as the decision of drop-outs whether to return to school. Most results from the logistic regression for dropping out of school were consistent with the common finding in the literature. One exception is that the characteristic of being black is found to be less likely associated with dropping out. Results indicate that a drop-outs AFQT (Armed Forces Qualification Test) score, age and out-of-school duration are significant factors in determining the probability of returning to school. However, drop-outs activities during their out-of-school period have little influence on their decision to return to school

Diane, S., Kaplan, B. et al. (1997) conducted a study decomposing the academic failure, drop-out relationship: A longitudinal analysis. Data from a four-wave panel (N=1,195) tested in the 7^{th}, 8^{th}, and 9^{th} grades and as young adults, were used to estimate a causal model. The causal model was used to decompose a previously observed relationship between 7^{th} grade academic failures and later drop-out behavior in terms of five (5) theoretically informed mediating variables. The academic failure drop-out relationship was partially decomposed by the mediating effects of low motivation, association with deviant peers, and perception of rejection by the students at school. Although perception or rejection by teachers and resistance toward school

were, as hypothesized, influenced by earlier negative academic experiences, they had no independent effects on dropping out not of their relationship to association with deviant peers or low motivation. Implications for current practice and future research are also discussed.

Leelavathy, T. K. (1997) conducted a study on wastage and stagnation in lower primary education. It was an attempt to make a qualitative analysis of the extent of wastage and stagnation in a selected school. The majority of the students were drawn from middle class and lower middle class families. The school entrants of the first standard of the Francis Road Lower Primary school, Kozhikode were taken as the sample for the study. The study revealed that :(1) The incidence of wastage and stagnation was nearly 32.4 percent for the whole cohort while the incidence of wastage alone is around 20.4 percent (2) The relative incidence of wastage for boys alone is around 15.6 percent whole 4.8 percent of the wastage is contributed by girls (3) The causes identified by the study were lack of interest on the part of the students, learning difficulties, low level of intelligence, lack of learning facilities at home, poor social environment and the negative attitude of parents towards education.

Sarmah, J. K. (1997) conducted a study of the problem of non-enrolment and drop-outs among girls at primary level in Jorhat district of Assam. The objective of the study was to identify the existing trend of enrolment and drop-out along with the reasons for non-enrolment and drop-out particularly of girls at primary level of education. A sample of 22 schools, 44 guardians and one block education officer were selected through stratified random sampling technique, from three categories of area viz. rural, urban and tea garden. Observation, personal interview and questionnaires were also used for the collection of data. The findings of the study revealed that gross enrolment ratio for boys, girls and total were 111.07, 88.06 and 99.55 respectively. Retention rate for grade IV was higher in case of boys then that of girls. Drop-out rates for girls were substantially higher in all the classes. The extent of drop-out was highest among girls of the garden. Major reason for non-enrolment and drop-out among rural and tea garden's girls were poverty and household activities.

Saroja, K. (1999) carried out a study of school related factors affecting the female school drop-out phenomenon in rural areas. This study analyzed the structure of school education and the factors influencing female school drop-outs in schools in RON taluka of Gadag district, Karnataka. The sample of the study comprised of 6 schools. Personal observations and interview guides were also used. Results showed that out of nearly 50 percentfemale population, less than 20 percent were literate. Out of a total of 162 schools in the area, 43 were exclusively for boys and 15 were only for girls and the remaining were co-educational. 73 percent of the teachers in schools were male and this could also be a reason for girls to drop-out. Another reason for girls to drop-out was that, schools located on the outskirts of the village.

Banerjee and Nath, S. (2000) studied the mathematical competencies of the primary school drop-outs. The major objective of the study was to focus on the mathematical ability of the school drop-outs in the line of minimum level of learning (MLL). A sample consisted of 400 drop-out children from Classes 1 to 5, selected randomly from 100 primary schools of Hoogly district in West Bengal. The achievement test in mathematics was used for the collection of data. The findings revealed that the proportion of drop-out for girls was found significantly higher than that of boys in both rural and urban areas, It was found that urban drop-outs were significantly superior in their MLL competency than rural drop-outs in both the genders, Poor economic condition, illiteracy of parents, lack of interest and motivation, boys helping families outside and girls helping inside home, were found to be the main causes of drop-outs.

Naidu, T. S. (2000) conducted a study on tribal education in south India problems of drop-out children and future perspectives. The objectives of the study were: (i) to study the differences among tribal's of Tamil Nadu, Kerala, Andhra-Pradesh and Karnataka., (ii) to find out the demographic variation among the drop-out children in tribal area in south-India., (iii) To find out the reasons for the drop-out children in tribal area in south-India. The sample comprised of 652 drop-out children from 41 villages in Yelagiri Hills in Tamil Nadu, Allapadi in Kerala, Araku Valley in Andhra-Pradesh, and B.R. Hills in Karnataka, through probability sampling method. Descriptive survey method as well as Qualitative and Quantitative research were

adopted for the study. The findings of study revealed that: (1) Drop-out children were high in number in the interior and distant tribal villages. (2) Female drop-outs were more in number than the male drop-outs. (3) In Tamil Nadu, female drop-outs were high compared to other states. In Kerala, percentage of rural dropout children was more than the Kurumbar and Madugar areas. In Andhra-Pradesh, majority of drop-out children belonged to Kandora, Bagatha and Porangi Parja. In Karnataka, the female drop-outs were less in number than male drop-out (4) The percentage of drop-outs was more in the age group of 11-15 years. (5) Poor economic condition of parents, absence of mid-day meals schemes, improper provision of uniforms and textbooks lend to large scale drop-outs in all the states.

Peraita, C and Pastor, M. (2000) investigated the primary school drop-out in Spain: The influence of family background and labour market conditions. The study was focused on the impact of family socio-economic background and labour market conditions on dropping-out. The results from logistic regression for dropping out are consistent with earlier literature. Specifically, they indicated that family socio-economic status variables were significant factors in determining the probability of dropping out, and the youth labour market conditions also have an impact on primary school dropout behavior.

Anderson, K. R. (2001) investigated factors that contribute to school drop-outs, grades eight through twelve. The purpose of the study was to determine what sociological, environmental, and psychological factors contribute to high school age students who are at risk of dropping-out of high school district five Orangeburg, South Carolina. The study revealed that 60.4 percent of the respondents had poor reading skills, 69.8 percent showed no progress in mastering skills appropriate for their age,77.4 percent failed at least one section of the state minimum competency exam,18.1 percent were one or more years behind age group to credits earned, 69.8 percent of the secondary students failed two or more courses, 62.3 percent had been retained one or more years, 69.8 percent had grades that consistently indicate major underachievement 81.1 percent earned less than a 2.0 on a 4.0 scale, and 62.2 percent displayed delinquent behaviour. It was found that low academic performance and/or low self-esteem were present and can be directly or indirectly associated with

psychological, sociological and environmental problems in the student life.

Archana, A. (2001) conducted a study of non- enrolment and dropout among girls at primary level. The objectives of the study were: (i) to study the percentage of enrolment and drop-outs among the primary school children, (ii) to ascertain the reasons of non-enrolment and drop-out among girls. A sample of six government primary schools of Lucknow selected randomly from Gomti Nagar and Alambagh and 50 girls (25 non-going and 25 drop-out girls) and their parents were taken for the study. School registers, records and two types ofquestionnaires were used to collect data. The major findings of the study revealed that (1) The percentage of enrolment of girls was poor in comparison to boys at primary level (2) The percentage of drop-outs among girls was more than double as compared to boys.Non-approachability of schools, girls helping in domestic work and inability to pay fee due to poor economic conditions were the three main reasons of non-enrolment and drop-out among girls, (3) attitude of parents was found negative towards the education of girls, as 16 percent of parents believed that providing education to the girls was wastage of money. Poor teaching methods and fear of punishment were some other factors influencing drop-out rate among girls to certain extent.

Vitaro, F., Larocque, M. J. et al. (2001) conducted a study on negative social experiences and dropping out of school. The purpose of this study was to test a prediction model of early withdrawal from school with a sample of 751 low SES boys with an emphasis on the role of peer-related variables. The model included early disruptiveness and academic performance as the main triggering factors of a chain of events that included social acceptance from peers, and association with deviant/drop-out friends. The model also included socio-familial variables, as well as parental variables as covariates and as potential moderators. Results confirmed the power of early disruptiveness and early academic performance to predict drop-out.

Malik, Z. M. (2002) conducted a study on causes of drop-out in primary schools of Sargodha tehsil. The main objective of the study was to find out the causes of drop-out at primary schools in Sargodha. A sample of 552 respondents from 24 primary schools was selected through stratified sampling technique. The findings of the study

revealed that Poverty is the most important cause of drop-outs from the schools, other causes of drop-outs were:-Increase of educational expenses, Student's lack of interest in education, Not gaining immediate economic advantage from education.

Sengupta, P., Guha, J. (2002) conducted a study on enrolment, drop-out and grade completion of girl children in West Bengal. The aim of the study was to assess the relative importance of household demand factors on the schooling choices made for girl children. The sample consisted of 600 households from 4 villages and 2 urban wards of West Bengal were selected for survey through four stage stratified random sampling techniques. The results indicated that some of the strongest enabling factors with regard to girl's school participation and grade attainment were household resource factors such as parental, especially maternal schooling, father's occupation and family income. Urban residence, as expected, had a strong positive association, and significant effects were observed with regard to the schooling outcomes. A girl child's labour force participation significantly reduced the demand for schooling, and the amount of schooling obtained. Religion and caste factors emerged as important determinants of schooling as well.

Griffin, B. W. (2002) carried out a study on academic disidentification, race, and high school drop-outs. It was conducted to learn whether black and hispanic students, when compared to Asian and white students, show further evidence of disidentification from academics when deciding to withdraw from school. The sample consisted of 132,903 students,1.8 percent Asian, 22.1 percent black, 15.9 percent hispanic, 60.3 percent white, and 49.3 percent female, enrolled in 75 high schools of Florida ,USA. Results from the data analysis are consistent with the disidentification hypothesis. Specifically, both black and hispanic students appeared to place less importance on academic achievement than do either Asian or White students when considering school withdrawal.However, the effect of these variables varied according to drop-out age. Low social acceptance from classmates made no additional contribution in predicting the process of early school disengagement. However, affiliation with deviant/drop-out friends did. No moderating effects for parenting variables were found. Socio- psychological processes involved in the trajectory lending early disruptive boys to drop-out of school and the importance of targeting

early disruptiveness and academic difficulties to prevent school drop-out are stressed in the discussion.

Anil, B., Singh, B. D. (2002) conducted a study on family relationship and social maturity as related to absenteeism. The study aimed to analyze the role of family relationship and social maturity in absenteeism among high school students. The sample consisted of 200 students (96 boys and 104 girls) of class ix selected randomly. School attendance register was used to identify absentees and regulars, family relationship inventory (FRI) by Sherry and Sinha and Social maturity Scale (SMS) by Nalini Rao were used for the data collection. 't' test was used for the analysis of data. The findings of study were: - (1) It was found that the absentee boys were higher in concentration, avoidance aspects of family relationship, whereas absentee girls were lower on concentration scores. (2) The absentee boys were found to be deficient on some social maturity factors. The differences also appeared among absentee boys and absentee girls.

Sharma, K, S. (2003) conducted a study on effect of study habits and self-concept on wastage and stagnation among scheduled caste students of primary classes. The main objectives of the study were: (i) to see whether self-concept of scheduled caste students was related to their wastage and stagnation in primary classes, and (ii) to ascertain whether low and high achievement were related to the study habits of scheduled caste students in primary classes. The sample consisted of 200 most successful scheduled caste students and 200 failures and drop-outs of the scheduled caste selected randomly from 20 primary and 16 junior high schools of Meerut city. The't' test and chi-square were used for analyzing the data. The findings of the study revealed that (1) Study habit had significant bearing on the academic achievement, (2) The level of expectation and level of self-confidence were much higher for the most successful students than the failure and drop-outs, (3) Low achieving students exhibited generally low self-concept than the higher achieving students.

Siddqui, M. A. (2003) conducted a study of drop-out rates at the middle school level and their causative factor. The objectives of the study were:(i) to find out the drop-out rate in middle schools of Aligarh ;(ii) to compare the drop-out rates of Muslim and

non- Muslim students at middle school level, and (iii) to identify the causative factors of drop-out. A sample of 200 drop-outs, their parents and 50 teachers was selected from 50 middle schools of Aligarh. Three interview schedules were used. The data was analyzed using frequency tables and percentages. The major findings of the study were: (1) Forty eight percent of the drop-outs were males and 52 percent were females. Majority of them belonged to large families with economically low or lower middle status. The drop-out rate for boys was found to be 54 percent at primary stage and 71 percent at middle stage. The drop-out rate for girls was 52.21 percent at primary stage and 73.36 percent at middle stage. (2) The drop-out was significantly higher for Muslim students than for the non-Muslims. Corporal punishment by teachers; indifferent behaviour of teachers; no proper place for study at home; parents not being helpful in their studies; poverty; illiteracy of parents ;language problem, lack of books and related material, were found to be the major causes of drop-out.

Ayodele, C. S. and Bada, F. O. (2004) carried out an investigation of causes of drop-out in schools as perceived by secondary school students in Idanre local government. The main purpose of this study was to determine the causes of drop-out as perceived by schools students in Idanre. The sample consisted of 160 students randomly selected from the schools. The collected data was analyzed by using frequency count, percentage, mean and standard deviation. The study revealed that thefactors related to students and their parents contributed to the rate of drop-out of students. Drop-out of students was rampant among the female students in Idanre local government area.

Guryan, J. (2004) investigated the desegregation and black drop-out rates. The purpose of the investigation was to know whether the desegregation plans of the next 80 years benefited black and white students in desegregated school districts. Data from the 1970 and 1980 census suggest desegregation plans of the 1970's reduced high school drop-out rates of blacks by two to three percentage points during this decade. No significant change was observed among white.

Karki, V. B. (2004) Investigated the perceived antecedents and subsequent activities of primary school drop-out in Nepal. The purpose of the study was to examine the accuracy of Nepal's official drop-out rates and to explore the perceived antecedents of

drop-out, the subsequent activities of drop-out, and the association between the two. Eight schools at primary grades were randomly selected from Kapilvatsu, a typical Terai (plains) district in Nepal. 44 drop-outs, 47 parents of drop-out, and 25 teachers were interviewed about the reasons for drop-out and the activities in which the children engaged after drop-out. Additional data were collected from school records and from observations of the school facilities. The findings of the study revealed that, the main perceived antecedents of primary school drop-out were found to be family poverty, household chores, and irregularity in school. While, over 45 percent of the drop-outs were found engaged in household chores, another 41 percent of the drop-outs were found doing nothing, and only 14 percent of the drop-outs between ages 6-15 were found engaged to wage labour. Associations between the perceived antecedents and subsequent activities of drop-out were also explored. Children, who were reported as dropping out because of household chores, primarily girls, were usually found heavily engaged in such chores after drop-out. Those who were reported dropping out due to irregular attendance in school; mostly boys were generally found doing nothing after drop-out. The most important findings of this study was that about half of the students did not drop-out because of economic necessity and that 41 percent were primarily idling their days away, doing nothing but playing with drop-out children.

Mohsin, A.Q., Aslam, M. and Bashir, F. (2004) conducted a study on causes of drop-outs at the secondary level in the Barani areas of Punjab(A case study of Rawalpindi district).The main objective of the study was to investigate the causes of student drop-out at the secondary school level. Sample of the study comprises 50 teachers and 50 dropped out boys from 8 schools of Rawalpindi city through simple random sampling technique. The data were collected through separate questionnaires, one for boys and another for the teachers. The findings of the study revealed that the social and economic factors were responsible for low literacy in Pakistan. Major causes of school drop-out at secondary level were weak primary education system, non-availability of trained teacheretc.

Gaikwad, S.R., Desetty, R.V et al. (2005) studied the expectations of slum school drop-out children and their parents about the selected aspects of schools. A stratified

random sample of 200 school drop-out children in the age range of 8-15 years (100 of low socio-economic status and 100 of middle socio-economic status) were selected from slum colonies of Parbhani (Maharashtra state). The information was collected through personal interview, and an open ended questionnaire. The study revealed that majority of the school drop-outs belonged to the nuclear type and middle size families and had no literate parents. Ninety and 21 percent from low and middle socio-economic group did not want their children to continue education. The main causes were illiteracy of parents, distance of school, lack of furniture, safe drinking water, and sanitary facilities in the schools.

Kumar, P. (2005) carried out a study on factors facilitating retention of Tribal children of Ashram and other schools. The objectives of the study were: (i) to identify and compare factors facilitating retention of tribal children of Ashram Tribal school (ATS) and Non- Residential schools (NRS); (ii) to identify and compare competencies of teachers of ATS and NRS. Teacher, School children, and parents of students from sonebhadra were covered in the study. A school information schedule, open-ended interview schedule and an observation schedule of teachers' competencies were used for the collection of data. Graphical representation and chi-square test was used for the analysis of data. The findings of the study revealed that: (1) the government provides miscellaneous facilities for increasing retention of tribal children in ATS and NRS. (2) ATS had better retention rate due to hostel and mess facilities as compared to that of NRS. (3) Free textbook supply and scholarship distribution emerged as prominent factor for retention in NRS. (4) Teachers employed in NRS and ATS were found homogeneous with regard to teachers competencies. (5) School facilities contributed towards retention of children whereas it remained indifferent about teacher effectiveness.

Roul, S. K., Sahoo, R.N. (2005) conducted a study of drop-out among girls at elementary level. The main objectives of the study were: (i) to identify the causes of drop-out among girls as perceived by the teacher of primary schools, (ii) to identify the causes of drop-out among girls as perceived by girl students in the primary schools. A questionnaire consisting of thirty-six questions related to four broad areas, i.e. home, school, and economic conditions was administered on a sample of 100

teachers and 100 girl's drop-outs from the Rasgobindpur block of Mayubhanj (tribal) district of Orissa. The investigator used survey method in order to collect the data. The findings of the study revealed that home conditions, school conditions, and economic conditions of the parents play an important role in the drop-out of girl students.

Subramaniam, C. (2005) carried out an investigation on factors responsible for drop-out in primary education. The main objective of the study was to find out the causes of drop-out in primary education in Thanjavur district in Tamil Nadu. 126 school drop-out children were selected as the sample of the study from 5 urban and 5 rural schools. The major findings of the study revealed that Low income of parents and child labours were the foremost important causes for the drop-out i.e. 33 percent. 26.9 percent of drop-outs were because of lack of interest in studies, failure in examinations, difficult curriculum and heavy work load, 14.29 percent drop-outs were due to ill health and physical handicap, Lack of motivation among parents accounted to 11.9 percent, 4.76 percent drop-out to enable the younger children to go to school, 4.75 percent of children whose parents have to change residence frequently to seek work are forced to drop-out. It is more in the urban areas, i.e. 3.97 percent than in the rural areas, 0.79 percent; the drop-out rate was more for boys, 62 percent than for girls, 38 percent, due to availability of excessive agricultural and occupational resources.

Anderson, J. S. (2007) investigated, boys in crisis: A grounded theory study of male high school drop-outs in a rural setting. This non-experimental qualitative grounded theory study explored the perceptions of middle and high school teachers regarding the reasons why male students drop-out of high school in Granville country, North Carolina. The investigator administered 60 teacher surveys which served as the source of data collection. The open-ended questionnaire was used for survey. The central theme that emerged from the findings was related to the influence of peers in a male high school student's decision to drop-out of school.

Kotwal, N., Neelima and Rani, S. (2007) carried out a study on causes of drop-outs among rural girls in Kathua district of J&K. The present study was taken up with

objective to study the various causes of girl's school drop-outs as perceived by them and their parents. A sample of 50 drop-out girls and one of their parents was selected through snowball sampling technique from 4 villages of Kathua district. Tool of the study was interview schedule. The data obtained was compiled and analyzed using simple numbers and percentages. The study revealed that the main causes of dropping out of girls from school in rural areas were reluctance of parents, participation in domestic activities and financial constraints. The parent's educational status was poor and they did not give much importance to the education of girls as they did to their sons. They perceived that sons support them in their old age.

Rena, R. (2007) conducted a study on factors affecting the enrolment and the retention of students at primary education in Andhra-Pradesh. The purpose of the study was to analyze accessibility of primary education at the grass roots level, in the primary schools of Errabelly village in Karimnagar district. The study covered 39 households of the village to identify the families consisting school drop-outs in the age group of 6-14 years. The required information was collected through questionnaire and focused group interview method. The study revealed that children dropped out of school so as to assist in household and agriculture activities. It was also found that the drop-out rate of girls was more than that of boys.

Sharma, R., Sharma, S. and Nagar, S. (2007) studied the extent of female school drop-outs in Kangra district of Himachal Pradesh. The aim of the study was to find out the extent of school dropouts among girls and to know the factors responsible for low enrolment and drop-out of girls in schools. Sample of 150 respondents was randomly selected from local government secondary schools of Bhawrna Block of Himachal Pradesh. An interview schedule was used for the collection of data. The major findings of the study revealed a significant association between family type, income and education of mothers with incidence of drop-outs. Class wise and year wise analysis showed a decreasing trend of dropping out in the past two years. In parents' opinion, behaviour of teacher, inappropriate teaching method, unsuitablecurriculum, lack of child's interest to studies, low grade in class, financial strain and girl's requirement in household work and core of siblings were important factors for low enrolment and drop-out of girls in schools.

Mike, I. O., Nakajjo,. Doreen, I. (2008) carried out a study on socio-economic determinants of primary school drop-out: The logistic model analysis. The objectives of the study were to establish the household socio-economic factors that influence drop-out of pupils given free education and any possible policy alternatives to curb drop-out of pupils.17681, households were taken as the sample of the study from all the regions of the country, through stratified sampling technique. The collected data was analyzed by using frequency; percentage, and 't' test statistics. Results of the study indicated that parental education, household size, economic condition of household members and distance of school, low parental education, large amount of school dues, forced the pupil to drop-out.

Alike, I. H., Egbochuku, E.O. (2009) conducted a study, Drop-out from school among girls in Edo state: Implications for counseling. The focus of the study was to investigate why girls drop-out from school in Edo state (Nigeria). The descriptive survey method was adopted for this study. A checklist on reasons for drop-out was used in gathering information from the respondents. Four primary, four secondary and four skill acquisition schools were randomly selected. Data was analyzed using percentage. The findings revealed that poverty constitutes the highest percentage (53 percent), while death of the parents, pregnancy, ill health, inadequate teaching constitutes the least percentage of 1 percent. It is recommended that counselors should identify indigent students, who are likely to drop-out of school as a result of poverty, and help negotiate some form of scholarship or financial assistance for them.

Govindaraju, R and Venkatesan, S. (2010) carried out a study on school drop-outs in rural settings. The mainobjective of the study was to find out the reasons for school drop-out from students, teachers and parents. A cross sectional survey of school drop-outs was used by open-ended interview formats and demographic data sheet on a sample of 120 parents, teachers, and drop-out children. The results of the study elicited 60 reasons for school drop-outs, prominent among them are:

1) TEACHER CENTRIC - poor or lack of interest in teacher, fear of teachers, misbehavior by teachers, irregular classes, poor teaching, punishment, absence of female teacher, etc.

2) PARENT CENTRIC - poor interest or neglect by parents, death of parents, illiteracy among parents, denial of school for female children, etc.

3) CHILD CENTRIC - prolonged illness, accidents, disabilities, disinterest in study, inferiority feelings, poor academic performance etc.

4) ENVIRONMENT CENTRIC - poverty in family, change of school or medium of instruction ,influenced by television or mass media, tribal life, absence of toilets at school etc.

Hussain, A., Khattack, N.R. et al. (2010) studied the causes of drop-outs in primary schools of mountainous areas of district Swat. The main objective of the study was to assess the causes of drop-outs in primary schools of mountainous areas. The sample consisted of 60, including teachers, students, and community members selected randomly from fifty government schools. Three different structured questionnaires were used. The findings of the study showed that the major causes of drop-outs were crowded and large schools; uncaring, unrestrained and irresponsible teachers; usage of passive teaching methods; inappropriate curriculum design; inappropriate evaluation procedure; lack of parentsinvolvement; and lack of co-curricular activities.

Jamil, A., Atta, M. A., Baloch, J.R. et al. (2010) studied the parents and teacher's comprehension on determinants of early school drop-out. This study probed into the determinants of early school drop-out causing discontinuance of education on a monolithic scale. A sample consisted of 459, including (285 parents and 174 teachers) randomly selected from 50 primary schools of Dera Ismail Khan, a southern district of Khyber Pakhtoonkhwa, Pakistan. A structural questionnaire was employed for gathering required data. The findings of the study revealed that poverty, distant schools, overcrowded classes, lack of individual attention, overweening punishment and unjustified grade retention were also found as the significant reasons of early school drop-out.

Khan, A., Samaddar, M. (2010) investigated beyond drop-out: A study on BRAC primary school. The purpose of this study was to find out the factors contributed to

dropout from BRAC primary schools. Data were collected in two phases through qualitative and quantitative methods. In the first phase, 681 schools were visited to find out the proportion of students dropped out. In the second phase, out of 681 schools, 128 were randomly selected to explore the reasons of drop-out. Overall drop-out rate was 6.13 percent in the 681 visited schools. The study revealed that the reasons of drop-out were grouped as: familial, personal, educational, school and community related. Their contribution to drop-out was 53.3 percent, 34.2 percent, 18.1 percent, 14.5 percent and 14.17 percent respectively. The incidence of drop-out was higher among the female students and in the urban areas. The drop-out in 3rd grade was the highest as the students found their text books difficult at that grade.

Nakpodia, E. D. (2010) carried out an investigation on drop-out rate among secondary school students in Delta State, Nigeria. Its objective was to establish the magnitude of the occurrence. The sample of 120 students in Delta State who were withdrawn from secondary schools was randomly selected from the 25 local govt. areas of Delta state. The instrument used in gathering data comprised a structured questionnaire and checklist. Data were analyzed using frequency, statistical mean, and percentage. The major findings of the study revealed that the students dropping out of school was a common phenomenon in all the state's secondary schools. The rate of drop-outs was higher among male students than female students.

Regina, N. O and Stella, O.O. (2010) carried out a study to investigate the perceived factors responsible for drop-out in primary schools in Delta Central Senatorial District, Nigeria. The sample of 500 respondents was selected through the simple random sampling technique, from all the public primary schools. The study revealed that there was no significant difference among the perception of school heads, teachers and parents on parent's socio-economic status, early marriage, gender, and parents perception on the value education.

Begum, Z., Khan, I. et al. (2011) studied the socio-economic status of the girl students and their drop-out rate at primary level in F.R. Kohat (FATA-Pakistan). The study aimed at investigating association between socio-economic status of the female students and their drop-out at primary level. The population of the study consisted of

all the Government Girls primary schools of F.R. Kohat. Questionnaires were administered personally to 36 teachers, 60 girl students and 60 parents in order to collect the data. Chi-square test indicated a significant relationship between poverty, involvement of girl's children in house work/farming, religious education of girl students, early marriages of girl students and lack of interest in study.

Chugh, S. (2011) conducted a study on drop-out in secondary education in theslums of Delhi. The aim of the study was to examine the factors that contribute to dropping out of children at the secondary level. The sample consisted of 432 children who had dropped out in IX, X, XI, or XII standards from 33 schools, selected through purposive sampling technique. The study revealed that both the family and school related factors were responsible, and appeared to be highly correlated with each other. It was also found that adolescents drop-out not merely due to poverty and financial constraints but also because the schools did not respond appropriately to their special education needs forcing them to drop-out.

Ghazi, S. R., Ali, R. et al. (2011) studied the socio-economic factors as a cause of children drop-out at primary level. The objectives of the study were: (i) to explore different social factors which make the students to leave the school, (ii) to point out different economic factors which cause the drop-out at primary level, and (iii) to give recommendations to eliminate the socio-economic causes of drop-out among students at primary level. Forty drop-out children and their parents were selected as the sample of the study through convenient sampling technique. Percentage was used to analyze the data as a statistical tool. The study revealed that the parent's illiteracy and their consideration of education unprofitable for their children, their engagement in earnings, financial problems of the children, considering education as economic burden, engaging children in earning, and parent's poor economic condition were the major areas of their children drop-out, and these areas provided sufficient basis for the recommendations of their study accordingly.

Hussain, A; Salfi, N. A. et al. (2011) investigated the causes of drop-out at primary level in Pakistan. The main objective of the study was to identify the causes of high drop-out rate at primary level in Pakistan. Data was collected from 94 district

managers; 144 head teachers and 288 teachers; 288 parents and 864 students- 50 percent drop-out and 50 percent stay-ins students through stratified and simple random sampling techniques. The major causal factors revealed from the findings of the study were: too expensive education, distance of school, teacher's harsh behavior, lack of parent's interests, difficult syllabus, poor heath of the students and excessive home work.

Mirza, M.S., Mahmoud, M. K. (2011) studied the determinants and structure of divergent behaviour and drop-out in public primary school: A cross sectional study: The study was aimed to investigate the determinants of divergent behaviour leading to drop-out of public primary schools' children. Forty eight schools from six districts of Punjab were selected as the sample of the study. Data were collected using questionnaires and interview protocols from the students, drop-outs, parents, teachers, and head teachers. The findings of the study revealed that 'poverty, the most family factor, was found as the major determinant of students' divergent behaviour leading to drop-out. Engagement of children in work with parents, lack of parents interest in educating their children, lack of interest and weakness in studies, inadequateschool environment etc. were the major causal factors of schooldrop-outs.

Whannell, R., Allen, W. (2011) carried out a study on high school drop-outs returning to study: The influence of the teacher and family during secondary school. This study investigated the influence of the teacher and family relationships during secondary school and were attempting to gain access to tertiary study through a tertiary bridging programme at a regional university.144 students from student cohorts completed a questionnaire intended to facilitate on understanding of how social context influenced secondary school attrition. It was identified that student who had not completed secondary school reported significantly lower levels of emotional engagement with school and poorer relationships with teacher. The study concluded that the residential situation and the quality of student-teacher relationships influenced the quality of the academic outcomes achieved in secondary school, with the student teacher relationship being the dominant factor. It was also concluded that, while secondary school completion was significantly lower for students who did not reside with both parents, the family situation was not predictive of school completion.

Rather, it is hypothesized that the wider contextual problems associated with family dysfunction which manifest in a poor school experience were the cause of the failure to complete secondary school.

Mir, G. H. (2012) conducted a study on Drop-out rates at primary level in educational zone Qaimoh, Kalgam district, (J&K). The objectives of the study were: To find-out the drop-out rate andcauses of drop-out in this zone. Twenty four primary schools were selected as a sample from eight clusters through systemic random sampling technique. The findings of the study revealed that the drop-out rate at primary level in the said Zone was 20.83 percent. The economic, social, domestic and school related factors played an important role in the drop-out of students.

Sajjid, H; Iqbal, M. et al. (2012) carried out a study on socio-economic determinants of primary schools drop-outs in south east Delhi. The main objective of the study was to identify the socio-economic factors that influence drop-out of the students at primary level. A sample of 129 respondents was selected from four Government primary schools. Data were collected from drop-outs and their parents through specific interview schedule. The major findings revealed that family type, income, occupation and low education level of parents had direct influence over drop-out rates. The study also found higher drop-out rate among girls as compared to boys.

Sridhar, R; Gangadevi, S. et al. (2013) investigated the causes of drop-outs in primary schools of Tamil Nadu. The main objective of the study was to investigate the causes of primary schools drop-out in selected districts of Tamil Nadu. The sample for the present study was 180 primary school teachers. Out of these, 122 were drawn from rural areas and remaining 58 were from urban areas through normative survey method. The collected data was subjected to descriptive and differential analysis. The findings of the study revealed that the major causes for drop-out were parents' illiteracy, socially and economically backward atmosphere, distance of school from the homes, excessive work at home.

Shadreck, M. (2013) studied schools related factors for dropping-out of students in Gokwe district of Zimbabwe. The main objective of the study was to examine school

related factors and circumstances that leads the students to drop-out. Twenty dropped-out students were selected as the sample of the study through purposive sampling technique. The obtained data was compiled and analyzed using simple numbers and percentage. The findings of the study showed that poverty, financial constraints, distance of school, inadequate teaching, inadequate resources, and irrelevant curriculum were the major factors of drop-outs.

Amany, G. Y. (2014) studied factors affecting school drop-out in Egypt. The main objective of the study was to examine the major factors for push-out and drop-out in the rural and urban areas. 6833 households, 7750 parents/guardians and 15914 children constitute the sample for present study. Survey method was used for the collection of data. The findings of the study revealed 6.2 percent drop-out rate among the whole sample. The drop-out rate of rural areas was comparatively higher than the urban area i.e. 66.7 percent and 33.3 percent respectively. Lack of interest in study, grade repetition, low parents education, poverty were the major causal factors of drop-outs.

Mohanty, P. (2014) made an attempt to study the non-enrolment and drop-out in elementary education. A study of scavenger's children living in urban slums of Lucknow and Kanpur. The objective of the study was to examine the factors that cause non-enrollment and drop-out among marginalized children in the age group of 6 to 14 years. A sample consisted of 305 (drop-out and non-enrolled) children selected from 250 households of scavengers' communities through purposive sampling technique. Self constructed questionnaire and interview schedule was used in order to collect the data. The collected data was analyzed by using percentages as the statistical technique. The findings of the study are as follows:

i. The overall drop-out rate was 59 percent, whereas the non-enrollment rate was 41 percent.

ii. The drop-out of girls was found higher as compared to boys. But the non-enrollment rate of boys was comparatively higher than girls.

iii. Poverty, inadequate facilities in the schools, punishment, irregular school functioning, No place for study at home, lack of interest among parents were found to be the major factors of drop-out among the scavengers' children.

Mzuza, M, K. Yudong, Y. & Kapute, F. (2014) analyzed the factors behind poor passing rate and high drop-out rates among girls in the primary schools of Malawi. A structured questionnaire was administered on a sample of 42 head teachers, 481 teachers and 402 girls' students in the selected primary schools of Malawi. The collected data was analyzed by using Regression analysis, Analysis of variance and't' test as the statistical techniques. The major findings of the study revealed that, lack of interest, poverty, lack of learning and teaching materials, shortage of teachers, lack of parental care, household jobs, high pupil-teacher ratio were the responsible factors of poor performance in the examination and high drop-out rates among the girls student

Zarif, T., Haide, K. Ahmed, A. Bano, F. (2014) investigated the reasons of high drop-out rate among students in grade 5-6 at public schools of district Thatta, sindh-Pakistan. The objectives of the study were: (i) to find out the reasons behind high drop-out rate in grade 5-6 in district Thatta, (ii) to analyze the different economic, social, political, geographical and demographical factors that affects the drop-out tendencies in grade 5-6. A sample of 30 schools was selected through convenient sampling technique from Thatta District. The data was collected from teachers, students and community members by administering a closed ended questionnaire and with the help of interview schedule. The percentage method was used for the analysis of data. The study revealed that the major reasons for high drop-out rate were (i) lack of basic facilities in the public schools (ii) unavailability of books and learning material (iii) poverty and economic issues of the families (iv) parents' lack of interest in educating their wards (v) lack of interest in acquiring education (vi) migration of the parents.

Research Gaps:

The researcher reviewed around eighty six studies conducted by various researchers during the period of 1969 to 2014 related to drop-out problem at various stages of education. The literature review indicates that sufficient number of researchers have paid attention to the most baffling phenomenon of drop-out in India as well as abroad. The researchers tried to investigate the problem at primary, secondary and senior secondary stages. Broadly two types of researches are quite common, one related to causal factors and other related to calculation of the drop-out rates. The prominent causal factors of drop-outs revealed by the researchers like (Khandekar, M. 1974; Devi, K.G. 1983; SIE. 1982; Mekonnen, M. 1990; Reddy, K. 1991; Verma, S.L. 1993; Bhat, 1994; Ahluwalia, 1997; Leelavathy, T. K. 1997; Banerjee, 2000; Naidu, T.S. 2000; Anderson, K. R. 2001; Archana, A. 2001; Griffin, B. W. 2002; Sharma, K. S. 2003; Siddiqui, M. A. 2003; Karki, V. B. 2004; Mohsin, A. Q. 2004; Gikwad, S. R. 2005; Roual, S.K. 2005; Kotwal, N. 2007; Sharma, R. 2007; Mike, I. O. 2008; Alike, I. H. 2009; Govindaraju, R. 2010; Hussain, A; 2010; Jamil, A. 2010; Regina, N. O. 2010; Begum, Z. 2011; Ghazi, S. R. 2011; Hussain, A. 2011; Mirza, M. S. 2011; Sajjid, H. 2012; Sridhar, R. 2013; Shadreck, M. 2013) were poverty, illiteracy, death of parents, divorce of parents, ill health of parents and the children, inferiority feelings, frequent migration of parents, negative attitude of parents towards the education of girls, language problem, no proper place for study at home, large family size , fear of punishment, inadequate methods of teaching, non-availability of trained teachers, absence of female teachers, irrelevant curriculum, failure in examination, excessive homework, lack of interest in study, lower level of intelligence, low self-esteem, distance of school from the home, absence of toilets in the schools, absence of mid-day meal scheme, improper provision of uniform and textbooks, early marriage, unattractive school infrastructure, participation in domestic activities. In addition to these causes of drop-outs, studies like (Das. R. C. 1969; Gupta. S. L. 1974; Das, R. C. 1975; Thornburg, H. D. 1975; Raj, N. K. 1979; Pillai, G. V. 1980; Hussain, M. 1982; Sharma, R. C. 1982; Grover, I. 1988; Thakur, T. 1988; Gupta, J. k. 1989; Gyaneswar, S. S. 1992; Vyas, J.C 1992; Verma, S.L. 1993; Bhat, 1994; Bangerjee. 2000; Sengupta, P.2002; Anil, B. 2002; Siddiqui, M. A.2003; Guryan, J.2004; Subramaniam, C. 2005; Rena, R. 2007; Khan, A. 2010; Nakpodia, E.D. 2010; Mir,

G.H. 2012) have also made the comparison of drop-out rates among boys and girls, rural & urban background, SCs and STs, minority and non- minority students. Studies have found higher drop-out rates in elementary schools of rural areas as compared to the urban areas. However, contradictory results have been reported about the gender differences in regard to drop-out rates. It indicates that although higher drop-out rates at primary school stages may be considered as universal problem in Indian context, but drop-out rates varies from state to state, region to region and district to district, keeping in view the social, economic, political, cultural, educational and regional characteristics of the area. It further highlights the needs of conducting the pilot studies to address the specific needs of these areas related to any particular problem. Present study is an humble attempt to fill this research gap by selecting a particular district (Poonch) for calculating the drop-out rates at primary stage of education.

The methods used by the researchers for finding out the drop-out rates were event rate, status rate and cohort method. Event and status rate were used in most of the above mentioned researches, but one of the most importantand reliable method which was ignored by large number of researchers is cohort method. Studies carried-out by (Das, R. C .1969; Das, R. C.1975; Devi, K.G 1983; Thakar, 1988; Gupta, J.K. 1989; Gyaneswar, S.S. and Whennal, R. 2011) used cohort method in their studies. This method although difficult and time consuming but more accurate in producing the result. The researcher used this method in present study to get more reliable results. The literature review reveals that sizeable number of studies have been conducted in India related to the problem of drop-outs, but it is very difficult to find-out even a single study in which drop-out rates have been calculated along with the comparison of drop-outs and stay-ins in regard to their socio-economic status, gender, rural and urban background. Thus, the present study differs from the previous studies already undertaken in the field of drop-out. The review of studies further elaborates that only countable numbers of studies have been conducted in Jammu and Kashmir related to the drop-out problem. But hardly any study was found related to the of drop-out problem in district Poonch. Therefore, this research gap motivated the investigator to conduct present research by using more pertinent methods, tools & techniques to draw meaningful inferences. The detailed description of methodology adopted will be discussed in the next chapter.

Chapter - 3

Method and Procedure

Chapter -3

METHOD AND PROCEDURE

3.1 Research Design:

The research design is the detailed plan of the investigation. In fact, it is the blueprint of the detailed procedures of testing the hypotheses and analyzing the obtained data. The research design, thus, may be defined as the sequence of those steps taken ahead of time to ensure that the relevant data will be collected in a way that permits objective analysis of the different hypotheses formulated with respect to the research problem. Research design helps the researcher in testing the hypotheses by reaching valid and objective conclusions regarding the relationship between independent and dependent variables. The purpose of any research design is to provide a maximum amount of information relevant to the problem under investigation at a minimum cost. Basically, a research design serves two functions.

(i) It answers the research questions as objectively, validly and economically as it is possible.

(ii) It also acts as a control mechanism i.e. it enables the researcher to control unwanted variance.

Lindquist (1956) pointed out that "the researches are design to proceed in a planned manner to control variance and to answer pertinent questions". In the words of **Kerlinger (1983)** the research does not tell us precisely what to do but rather suggests the direction of observation making and analysis. The design is the general structure of the experimental, not its specific contents **(Myers, 1980). Mohsin (1984)** opines that "research design depicts the plan which states the relation between observed facts and events on the basis of which conclusions could be drawn". Research design includes objectives, sampling, research strategy, tools and techniques for collecting the evidences, analysis of the data and reporting the findings **(Chandra and Sharma, 1997).**

The present study aimed at studying the dropouts in primary schools of Poonch district of Jammu and Kashmir in relation to Gender, Rural-urban Location and Socio-Economic Status of the Students. This chapter deals with the methodological

and procedural aspects adopted in this study. The description of the method and procedure used in the present investigation is as under:

(i) Population

(ii) Sample

(iii) Tools of the Study

(iv) Collection of Data

(v) Scoring

(vi) Statistical treatment of the Data

3.2 Population:

Population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. (Polit & Hunger, 1999). In the context of population, the researcher obtained the list of Primary, Middle and High Schools of Poonch district from the office of Chief Education officer (CEO) Poonch. There were 1646 schools located in the rural and urban areas of poonch district. All the schools, schools' stay-ins and dropouts of I, II, III, IV, V grades of academic sessions 2006-07 to 2010-11 constituted the population of the study.

3.3 Sample:

A sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research project (Brink 1996; Polit & Hungler 1999). In the present investigation one hundred and ten (110) schools were selected through stratified random sampling procedure in order to calculate the drop-out rate.

A detailed list of dropouts was prepared by the investigator after visiting the sample schools. Addresses of the drop-outs were also collected from the selected school offices. Out of all, 200 dropouts were randomly selected as the sample of the study. After selecting the sample of drop-outs, the investigator visited to their homes for the purpose of collecting the data. Collection of data from the drop-out sample was most

difficult and challenging task. The researcher was unable to contact each of the chosen drop-out sample due to the Hilly and far-flung locations, lack of transport facilities, non-availability of dropouts at home, seasonal migration of tribes, security reasons, incomplete addresses given in the school records and lack of co-operation. Finally, the investigator could approach to 150 drop-outs only. In addition to it an equal number of stay-ins were also selected randomly by the investigator from the chosen 110 schools. Thus, the final size of sample was 300 students comprising 150, drop-outs and 150, stay-ins. Moreover, all the heads/ principals of the 110 sample schools also constitute the sample of the study for seeking the factual information details about the respective schools. A detailed presentation of all the sample categories is as follows:

(i) 110 schools for calculating the drop-out rate

(ii) 150 drop-outs

(iii) 150 stay-ins

(iv) 110 school Principals/ Headmasters

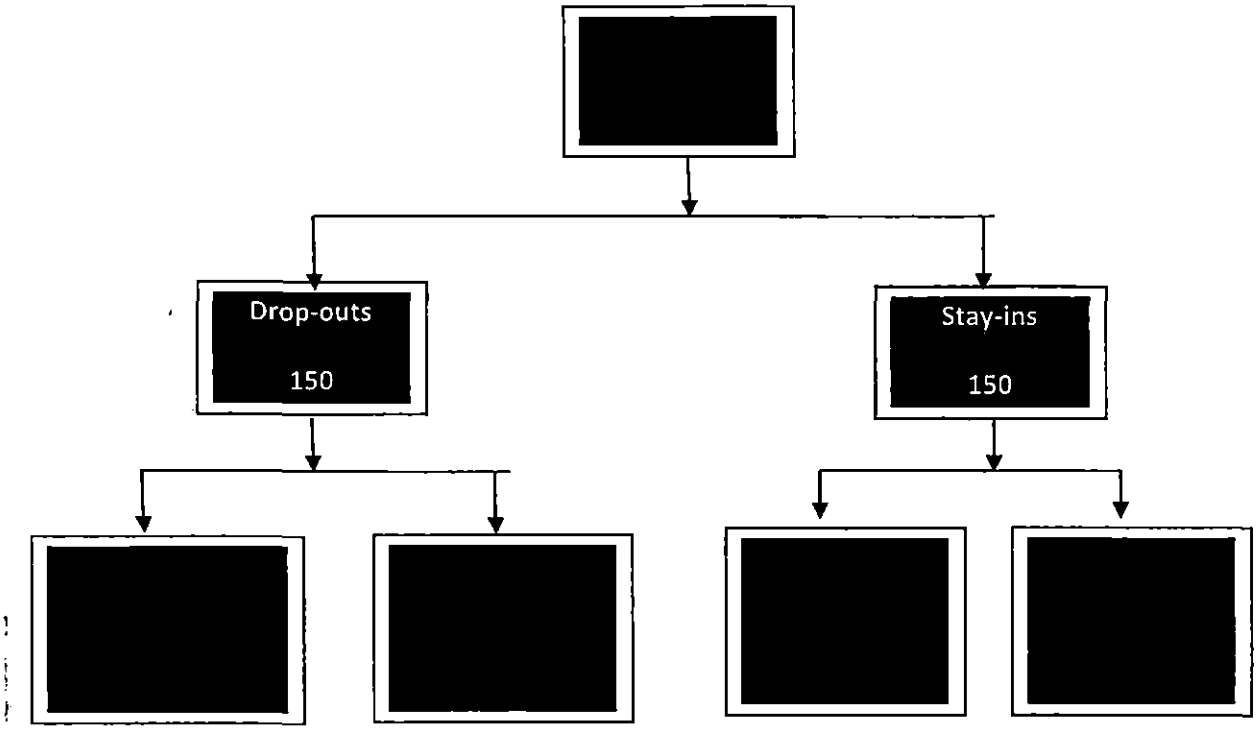


Fig.3.1 The Diagram Showing the Distribution of Drop-outs and Stay-ins Sample

Table 3.1
Details of the Sample

S. No.	Name of the Selected Schools	No. of Drop-Outs	No. of Stay-ins	Total
1	Govt. Middle School, Daraba	1	2	3
2	National Public Academy, Daraba	Nil	3	3
3	Govt. Primary School Pathian, Daraba	2	2	4
4	Model Institute of Education, Dogrian	1	1	2
5	Govt. Primary School Lower, Mastandara	1	2	3
6	Govt. Girls High School Wand Manhasan, Fazalabad	1	2	3
7	Govt. Primary School Islamabad, Fazalabad	2	1	3
8	Govt. Primary School Dhangari, Fazalabad	2	1	3
9	Govt. Primary School Bandhian, Fazalabad	1	1	2
10	Aftab Modern Academy, Fazalabad	1	1	2
11	Govt. Middle School Bair, Fazalabad	3	1	4
12	Govt. Middle School Daramohara	2	3	5
13	Govt. Middle School (Right), Bafliaz	1	2	3
14	Model Public School, Bafliaz	Nil	2	2
15	Govt. Middle School Sailan	2	1	3
16	Govt. Middle School Behramgala	Nil	2	2
17	Govt. Primary School Manhi, Behramgala	1	1	2
18	Govt. Primary School Parkote, Behramgala	1	1	2
19	Govt. Primary School Patteen, Behramgala	Nil	Nil	Nil
20	Govt. Middle School Baglla, Chandimarh	1	1	2
21	Govt. Primary School Pringle, Chandimarh	Nil	1	1
22	Govt. Primary School Hill Kadar, Taranwali	1	2	3
23	Govt. Middle School Surankote	2	1	3
24	Govt. Girls City Middle School, Somate.	3	2	5
25	Al-Samad Public School, Samote	Nil	1	1
26	Baba Nizami Public School, Samote	2	Nil	2
27	Govt. Primary School MohallahKumaran, Samote	2	2	4
28	Govt. Primary School NakkaTarrdian, Surankote	Nil	2	2
29	Govt. Middle School BambleKote, Samote	1	1	2

30	Govt. Primary School Lower Narikas, Potha	2	Nil	2
31	Govt. Middle School, Potha	Nil	1	1
32	Govt. Girls Middle School, Potha	2	2	4
33	Dastgeer Academy, Potha	2	2	4
34	Govt. Girls Middle School, Sanai	3	2	5
35	Govt. Girls Primary School, Lasana	1	Nil	1
36	Govt. Primary School Kanikhori, Dhundak	1	1	2
37	Kehkisha National Academy, Dhundak	2	2	4
38	Govt. Girls Middle School HurmiDhaki, SehriKhawaja	1	2	3
39	Al-Awan National Academy, MohraBachai	Nil	2	2
40	J.M. Qasim-ul-ulum M. Nagar SehriKhawaja	1	2	3
41	Govt. Middle School, Serichawana	Nil	1	1
42	Govt. Primary School Upper, Maidana	4	2	6
43	Govt. Primary School MohallahaKumaran, Maidana	3	2	5
44	Govt. Middle School, Nabana	1	1	2
45	JamiaIslamia Anwar-ul-Quran, Kuniyian	1	2	3
46	M.H.S. Dav. Public School, Kuniyian	5	2	7
47	Govt. Middle School, Bhainch	1	1	2
48	Govt. Middle School, Kuniayian	Nil	2	2
49	Govt. Primary School Plani, Khanater	2	Nil	2
50	Sayeed Public Academy, Khanater	1	1	2
51	Danish Academy, Khanater	4	1	5
52	Govt. Middle School, Khanater	Nil	1	1
53	Sher-e-Kashmir Academy, Bhainch	1	1	2
54	Agya Mohan Public School, Kuniyian	2	2	4
55	Govt. Primary School Bakrawalan, Delera	1	1	2
56	Govt. Primary School KalalDhara, Kuniyian	2	Nil	2
57	Govt. Primary School Bella, Delera	1	1	2
58	Govt. High School Mangnar	Nil	1	1
59	Modern United Academy, Jhulas	2	3	5
60	Govt. Primary School Dhara, Jhulas	4	3	7
61	Govt. Primary School Dehri, Mangnar	Nil	1	1
62	NirmalMarg Convent School, Jhulas	1	2	3
63	Jameel Public Academy, Dara-dullian	2	1	3
64	Govt. Primary School BangaPani, Dara-Dullian	2	2	4

65	Govt. Middle School, Salotri	2	1	3
66	Govt. Primary School FlorSalotri	1	1	2
67	Sainik Public School QaziMohara, Poonch	2	1	3
68	Govt. Primary School Police Line, Poonch	Nil	1	1
69	Star Public School, Poonch	1	1	2
70	SantMela Singh Ji Public School, Poonch	Nil	1	1
71	Raza-ul-uloomIslamia School, Poonch	1	1	2
72	Govt. Middle School Boys City, Poonch	2	1	3
73	Learners Public Schools, Dungas	2	1	3
74	Govt. Middle School Mohallaha Azad, Poonch	1	2	3
75	Balvidyalaya Guru Niwas High School, Poonch	Nil	2	2
76	Indra Memorial Public School, Poonch	1	2	3
77	Jamia Zia-ul-uloom High School, Poonch	2	2	4
78	Govt. Primary school Moti Nagar, Poonch	2	2	4
79	BalvikasNiketan High School, Poonch	Nil	1	1
80	SanatanDhram Saba School, Poonch	2	Nil	2
81	Blooming Academy, Azad Mohllaha, Poonch	Nil	2	2
82	Vatika Academy kamma khan, Poonch	Nil	2	2
83	Govt. Primary School, NaiBast, Poonch	Nil	2	2
84	Govt. Baba NathJi, Poonch	1	1	2
85	Govt. Primary school Nabni, Poonch	2	2	4
86	Govt. Middle School Deharian, Ajote	2	2	4
87	Govt. Middle School, Ajote	1	1	2
88	Govt. Primary school JugalThanna, Ajote	2	Nil	2
89	Govt. Primary school Trari, Mandhar	2	1	3
90	Govt. Girls Middle School, Janyer	2	Nil	2
91	Govt. Middle School Bella, Janyer	2	2	4
92	Govt. Primary school Bawali, Nangali	1	1	2
93	Govt. Primary school Upper Bella, Chandak	Nil	1	1
94	Community Development Academy, BandiChachian	4	3	7
95	Public Academy Kojra, BandiChachian	2	2	4
96	Govt. Middle School Kheith, NoonaBandi	1	1	2
97	Govt. Primary school Tharai, NoonaBandi	1	1	2
98	Govt. Primary school Kamal Dhara, BandiChachian	1	1	2
99	Govt. Primary school MohallahaKhawajan,	1	2	3

	Mandhar			
100	Govt. Primary school Quasba	1	1	2
101	Govt. Primary school Bandi, Dingla	1	1	2
102	Govt. Primary school, Saral	2	1	3
103	Govt. Primary school, Keerni	1	Nil	1
104	Govt. Primary school Duprian, Shahpur	2	1	3
105	Little Birds Modern Academy, NoonaBandi	2	Nil	2
106	Maroof Academy, Chandak	2	2	4
107	Govt. Middle School Bawali, Nangali	2	2	4
108	Govt. Middle School Chiktroo	Nil	1	1
109	Ummar Public School, Chiktroo	Nil	1	1
110	Baba Nizamuddin Educational Trust, Chiktroo	2	1	3
	Total	**150**	**150**	**300**

3.4 Tools of the Study:

The tools used in the present investigation are listed below:

3.4.1 Information Schedule to study the Enrolment figures and Dropout rate (Prepared by the investigator).

3.4.2 Standardized Socio-Economic Status Scale (SES) (For Rural-Urban both) By Dr. Beena Shah.

3.4.3 Questionnaire to Collect the Factual information about the Infrastructure and its related Aspects among Rural and Urban Schools (Prepared by the investigator).

3.4.2 Socio-Economic Status Scale (SES) for Rural- Urban both:

In order to select the most appropriate tool, the researcher analyzed various socio-economic status scales for achieving the objectives of present research. Finally the socio-economic status scale constructed and standardized by Dr. Beena shah was selected because of its applicability to both rural and urban population as the drop-outs and stay-ins selected for the present investigation belonged to both rural and urban background. This test seeks information about the following component variables:-

(i) Caste
(ii) Occupation
(iii) Education
(iv) Income
(v) Possession
(vi) Social participation

3.4.3 Reliability of the Scale:

The value of the reliability co-efficient were derived with the help of test-reset method, and found to be highly significant i.e. 0.92 for 20 days and 0.89 for 30 days (table 3.2).

Table 3.2
Reliability Co-efficient and Indexes of Reliability (Test-retest Method)

Time Interval	N	r	R1
20 days	225	0.92	0.96
30 days	225	0.89	0.94

Source: Manual, p.6

3.4.4 Validity of the Scale:

To assess the validity of this SES scale, correlation co-efficient of scores obtained on all the 6 component variables of the scale with composite SES scores were calculated, the obtained values are given in table No.3.3

Table 3.3

Correlation Co-efficient between total SES Scores and Scores on its Component Variables

Corr.Coef	Caste	Occupation	Education	Income	Possession	Social Participation
R	0.72	0.82	0.86	0.83	0.78	0.69

Source: Manual, P.7

The value of correlation co-efficient (r) between composite SES scores and scores on individual six variables were very high and statistically significant for beyond 0.01 level of significance. This indicates that the validity of this SES measure is of high order.

The composite scores of 630 students obtained on SES scale are distributed into five categories e.g. Lower status (LS), Lower middle status (LMS), Middle status (MS), Upper middle status (UMS) and Upper status (US).

Table 3.4
Status Categories and Scores on SES Scale (N=630)

	I	II+III	IV+V+VI	VII+VIII	IX
Category	LS	LMS	MS	UMS	US
%	0.91	14.96	68.34	14.96	0.91
Scores	Below 21	21-51	51-79	79-109	Above 109

Source: Manual, p.06

The reliability and validity of this SES scale were analyzed by the researcher to ensure its authenticity in the present time. The reliability was calculated by using two different methods. The reliability co-efficient is found to be .718 through Cronbach's Alpha method and .550 by using Split-Half method. The validity of the present test in regard to its sub-components i.e. caste, occupation, education, income, property and social participation was calculated and found to be .638, .615, .707, .756, .936 and .905 respectively.

Thus, the reliability and validity of Socio-Economic Status scale (SES) is of high order, therefore, with some amount of confidence it can be said that this measure will render an objective, effective and accurate assessment of one's Socio-Economic Status, whether belonging to Rural and Urban locations.

3.5 Collection of Data:

The collection of data is most important aspect of the research process. The nature of data has it bearing on analysis and interpretation of the results. Collection of data from the true representative sample of the drop-outs was a challenging and extremely difficult task. The researcher sought the help of the teachers and the principals of the sample schools and the parents of the drop-outs. Finally the researcher succeeded in gathering the required information related to the present investigation. In order to achieve the research objectives three types of information were needed. The detailed analysis of all these are as follows:

3.5.1 The Information needed for Calculating Drop-out rates: The researcher took the permission from the Chief Education Officer (CEO) Poonch for visiting the selected schools. All the 110 schools of both rural and urban areas were visited by the researcher for the collection of data. In each school admission registers, attendance registers and result books from academic year 2006-07 to 2010-11, were consulted to collect information regarding the enrolment, retention and the drop-outs of all the classes from class-1 to the class-V. Rural-urban and gender wise information were also collected with the help of self-prepared tool.

3.5.2 Administration of Socio-Economic Status Scale: In order to measure the SES of dropouts and stay-ins, a standardized Socio-Economic Status Scale (SES) was administered by the investigator on the stay-ins during the working hours in the schools and on the drop-outs at their residence. After the administration of SES, the investigator classified it into three categories i.e. High status, Middle status and lower status by clubbing the five different categories of socio-economic status as per instructions given in the manual of the test. The percentage of drop-outs and stay-ins on the basis of High SES, Middle SES, and Low SES were computed. The variables under study are classified into following categories:

Table 3.5

Showing the Variables Under Study

S. No	Variables	Categories
1.	Drop-outs	1. Drop-outs 2. Stay-ins
2.	SES	1. High SES 2. Middle SES 3. Low SES
4.	Gender	1. Male 2. Female
5.	Location	1. Rural 2. Urban

3.5.3 Information about the Sample Schools: A brief questionnaire based on factual information about enrolment, infrastructure, teaching learning situations, teacher-pupil ratio, administration, guidance and counseling, ICT, mid-day meal, scholarship and other aspects of the schools was prepared by the investigator. The purpose was to analyze the qualitative and quantitative aspects of the primary education system. This information schedule was given to the Headmaster/ Principal of these schools. All the 110 respondent Principals/Headmasters co-operated and sincerely responded to all the questions of the information schedule.

3.6 Scoring:

3.6.1 Drop-out Rate: Year wise enrolment from 2006-07 to 2010-11, and the retained students for each class were tabulated according to male, female and total. The collected figures were further compiled for rural- urban, government and private schools. Percentage of dropped-out in each class was also calculated by dividing the total drop-outs by total enrolled students and multiplied by hundred.

$$\text{Drop-out Rate} = \frac{\textit{No. of Dropouts}}{\textit{Total No. of Studentds enrolled}} \text{ X } 100$$

3.6.2 Socio-Economic Status: The scoring of SES test was also done strictly according to the guidelines and instructions provided by the author in the manual of respective test.

3.6.3 Factual Information about the Infrastructure and its related Aspects among Rural and Urban Schools: Scoring of factual information and its related aspects of the schools were done manually by the investigator, questions were the multiple choice type, and then the investigator represented the responses in tally chart form. The responses in the tally chart were counted. Later on, these responses were reproduced in the form of percentages and used for analysis and interpretation of data.

3.7 Statistical Treatment of the Data:

School, districts, states, and national databases also vary in the formulas they use to calculate dropout rates (MacMillan, 1991; Coley, 1995). There are three kinds of methods for calculating the dropout rate .These are (i) Event, Annual, or Incidence rate; (ii) Status or Prevalence rate; (iii) Cohort or Longitudinal rate.

(i) The Event dropout rate is the proportion of students in a given age group who leave the school in a single year without completing final school programme. The event dropout rate measures dropouts in a given year, which is useful for studies that focus on a specified age range who have dropped out of corresponding grades in the previous year (Smith et al., 1996). The concern with this method is that it can be misleading because annual calculations yield the lowest numbers of any dropout calculations, which are rarely audited for accountability (Viadero, 2001). This method determines dropouts based on a one-year figure, but a four-year figure produces more accurate results because it can track student progress.

(ii) The Status dropout rate provides cumulative data on dropouts among all who are not enrolled in school and who have not earned a high school diploma or its equivalent (Smith et al., 1996). This method takes into account all individuals, regardless of when they last attended school. However, it cannot indicate how well schools are preventing students from dropping out in a given year. .

(iii) The Cohort dropout rate measures a group of students over a specified period of time. This rate is based on repeated measures of a cohort of students sharing similar experiences and reveals how many students starting in a specific grade drop out over a period of time (Smith et al., 1996). "The Cohort rate follows an identifiable group of students over time and tracks their progress through the system" (Allensworth & Easton, 2001). According to Thurlow, Sinclair, & Johnson, 2002, cohort rate measures what happens to a single group (or cohort) of students over a period of time.

After analyzing all the above mentioned methods and its accuracy in using the research, the researcher selected the cohort method being one of the best methods for estimating the drop-out rate. It begin with a group of students who are fresh entrants in class-I and then follow their career till they either complete the prescribed course or leave the school before completing the final grade. In order to calculate the drop-out rates, the following formula was used.

$$\text{Drop-out Rate} = \frac{\textit{No. of Dropouts}}{\textit{Total No. of Studentds enrolled}} \text{ X } 100$$

The main statistical technique used for the analysis of data was't' test, to see the significance of difference between dropouts and stay-ins in respect to their Socio-economic status. In this regard Statistical Package for Social Sciences (SPSS-16 Version) was used. In addition to it, Percentage was also calculated. A brief description of the statistical techniques has been presented below.

Mean: The mean of a distribution is commonly understood as the arithmetic average. It is perhaps the most familiar; most frequently used and well understood average. The mean of a set of observation or scores is obtained by dividing the sum of all the values by the total number of values.

$$M = \frac{\sum x}{N}$$

M= Mean

Σ = sum of

X= scores in a distribution

N= total number of scores

(Koul, L., 2009, p.317)

Standard Deviation (SD): standard deviation of a set of scores is defined as the square root of the average of squares of the deviations of each score from the mean. Symbolically, we can say that

$$SD = \frac{\sqrt{\sum (X-M)^2}}{N} = \frac{\sqrt{\sum X^2}}{N}$$

Where

X = Individual Score

M = Mean of the given test of scores

N = Total No. of the scores

X = Deviation of each score from the mean.

Mangal, S. K; (2012), p. 71

3. **'t' test:** significance of difference between two means: In order to find-out the significance of difference between two means 't' test was used. The formula for testing their difference is

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\left(\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2}}\right)\left(\frac{N_1 + N_2}{N_1 N_2}\right)}$$

Where:

$\overline{X}_1$ *and* $\overline{X}_2$ = means of the two samples

$\sum X_1^2$ *and* $\sum X_2^2$ = *sums of squares in two samples*

N_1 and N_2 = numbers of cases in two samples

Guilford, J. P & Fruchter, B., (1981), p.157

Chapter - 4

Presentation, Analysis and Interpretation of Data

CHAPTER - 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The previous chapter described the method and procedure adopted by the investigator for the purpose of collection of data. After collection of data with the help of relevant tools and techniques, the next logical step is usually to analyze and interpret the data. Analysis means the categorizing, ordering, manipulating and summarizing of data to obtain answers to the research questions. The purpose of interpreting the data is to reduce it to an intelligible and interpretable form so that the relations of research problems may be studied and tested, and conclusions are drawn. Therefore, it is very important that the data should be presented in a well organized and sequential manner in respect to the objectives and hypotheses framed. This chapter is devoted to presentation, analysis and interpretation of data as per the following sections:

(4.1) Enrollment, retention figures and drop-out rates.

(4.2) Percentage of drop-outs and stay-ins in different SES groups.

(4.3) Comparison of drop-outs and stay-ins on the measure of socio-economic status.

(4.4) Factual information about the infrastructure and its related aspects among rural and urban schools.

4.1 Enrollment, Retention Figures and Drop-out rates.

Enrollment figures of the students in class-1 and their retention in next higher classes from the academic years 2006-07 to 2010-11 were collected by the investigator after visiting the selected schools as the sample of the study. In order to calculate the drop-out rate, percentage of those who left the schools without completing their five years of schooling were calculated by dividing the total drop-outs by total enrolled students and multiplied by hundred. Class wise, gender wise, location wise and ownership wise enrollment, retention figures and drop-out rates were presented in the following tables. Every table is followed by graphical presentation for quick appraisal of the content.

Table 4.1

Showing the Enrolment and Retention Figures of Total Sample Schools

		Class-I 2006-2007	Class-II 2007-2008	Class-III 2008-2009	Class-IV 2009-2010	Class-V 2010-2011
Total	Male Students	889	763	705	658	616
	Female Students	669	598	549	519	486
	Total	**1558**	**1361**	**1254**	**1177**	**1102**

Table 4.1 shows that out of 1558 pupils enrolled in class-I, during the academic year 2006-07 in total sample schools, only 1361 students retained in class-II, 1254 pupils retained in class-III, 1177 retained in class-IV and 1102 pupils retained in class V. It is also evident from the above table that out of 889 male students enrolled in class-I, only 763, 705, 658 and 616 were retained in classes-II, III, IV and V respectively. Whereas out of 669 females enrolled in class-I, Only 598, 549, 519, and 486 were retained in classes-II, III, IV and V respectively.

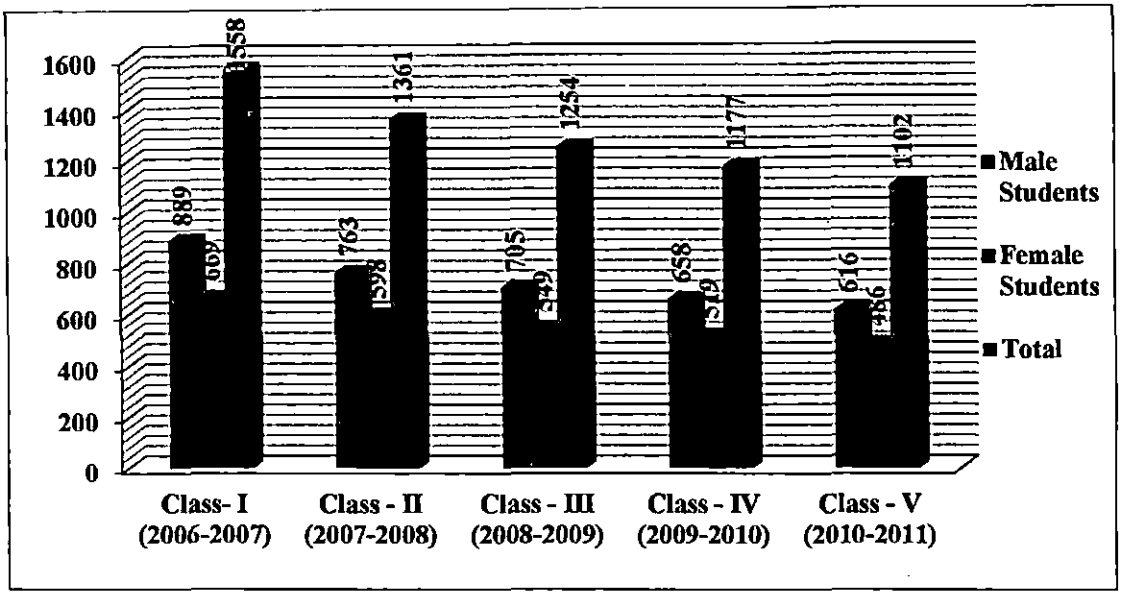


Fig 4.1 Illustrating Year wise Total Enrolment and Retention in Class 1st to 5th of Male and Female Students in Total Sample Schools

Table 4.2

Showing the Drop-out Rates of Total Sample Schools

Total	Drop-outs									
		Class-II 2007-2008		Class-III 2008-2009		Class-IV 2009-2010		Class-V 2010-11		Total	Proportion
		N0.	Prop.	NO.	Prop.	No.	Prop.	No.	Prop.		
	Males	126	14.17	58	6.52	47	5.28	42	4.72	273	30.70
	Females	71	10.61	49	7.32	30	4.48	33	4.93	183	27.35
	Total	**197**	**12.64**	**107**	**6.86**	**77**	**4.94**	**75**	**4.81**	**456**	**29.26**

Table 4.2 reveals that out of total enrollment in class -I in total sample schools of Poonch district, 12.64 percent pupils dropped-out at class-II, 6.86 percent dropped-out in class-III, 4.94 percent dropped-out in class-IV and 4.81percent pupils dropped-out in class-V. The corresponding drop-out rates for males in classes II, III, IV and V were 14.17 percent, 6.52 percent, 5.28 percent and 4.72 percent respectively. The drop-out rates for females in classes- II, III, IV and V were 10.61 percent, 7.32 percent, 4.48 percent and 4.93 percent respectively. It is quite clear from the above presentation that the proportion of dropout for males (30.70 percent) which was higher than females i.e. (27.35 percent). Furthermore, the overall drop-out rate of males and females in total sample schools was found to be 29.26 percent.

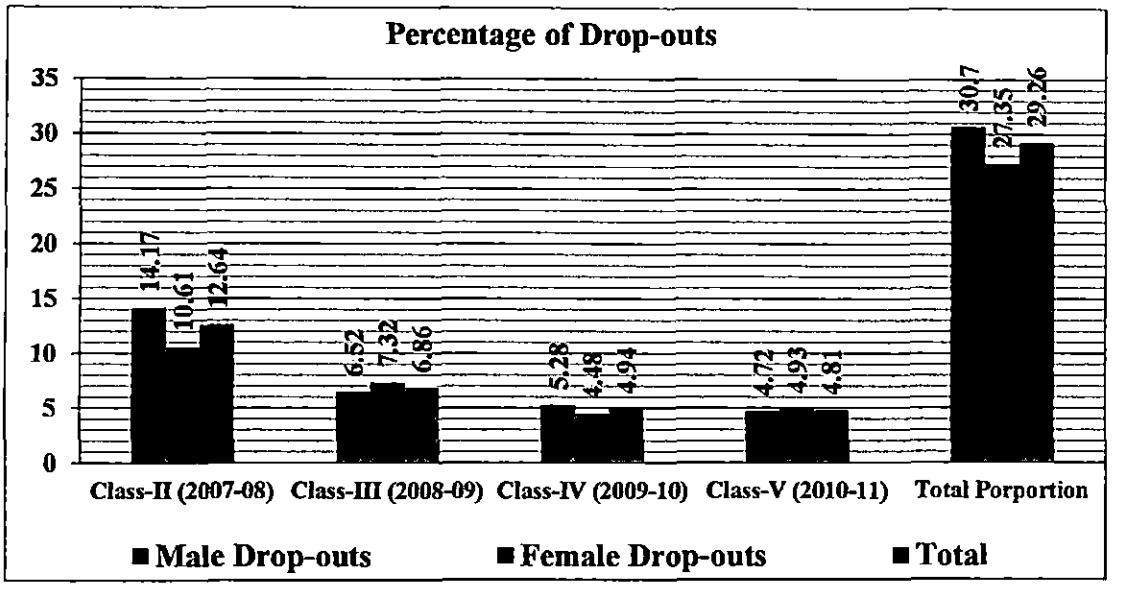


Fig. 4.2 Illustrating Year wise, Gender wise and Class wise Drop-out rates of Total Sample Schools

Table 4.3

Showing the Enrolment and Retention Figures of Rural Schools

		Class-I 2006-2007	Class-II 2007-2008	Class-III 2008-2009	Class-IV 2009-2010	Class-V 2010-2011
Rural	Male Students	425	337	300	268	240
	Female students	334	297	268	248	221
	Total	**759**	**634**	**568**	**516**	**461**

Table 4.3 indicates that out of 759 pupils enrolled in class-1 during the year 2006-07 in rural primary schools of Poonch district, only 634 pupils retained in class-II, 568 retained in class-III, 516 retained in class-IV and 461 pupils retained in class-V.

Considering the gender differences, it was found that 425 male pupils enrolled in class-I, during the year 2006-07 in rural schools, the corresponding retention in classes II, III, IV and V were 337, 300, 268 and 240 respectively. In case of female sample the retained pupils in classes II, III, IV and V were 297, 268, 248, and 221 respectively, as against the 334 students enrolled at class-I.

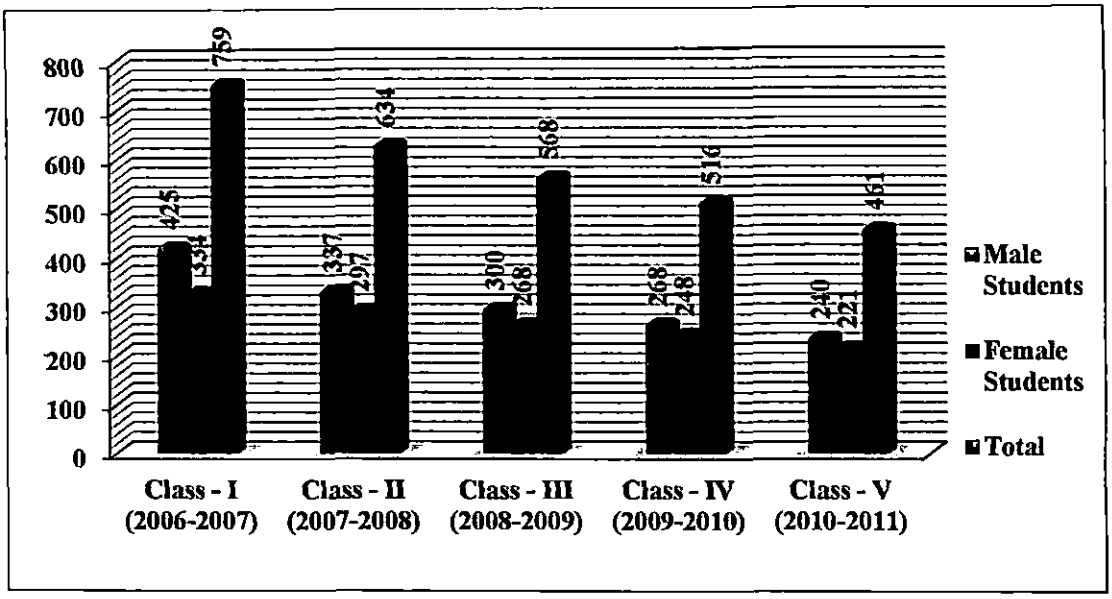


Fig 4.3 Illustrating Year wise total Enrolment and Retention in Class 1st to 5th of Rural Male and Female Students

Table 4.4

Showing the Drop-out rates of Rural Schools

Rural	Drop-outs									
		Class-II 2007-2008		Class-III 2008-2009		Class-IV 2009-2010		Class-V 2010-11		Total	Proportion
		N0.	Prop.	NO.	Prop.	No.	Prop.	No.	Prop.		
	Male	88	20.70	37	8.70	32	7.52	28	6.58	185	43.52
	Female	37	11.07	29	8.68	20	5.98	27	8.08	113	33.83
	Total	**125**	**16.46**	**66**	**8.69**	**52**	**6.85**	**55**	**7.24**	**298**	**39.26**

Above table 4.4 shows that out of total enrolment in class-1 in rural primary schools, 16.46 percent pupils dropped-out at class-II, 8.69 percent dropped-out in class III, 6.85 percent dropped-out in class-IV and 7.24 percent pupils dropped-out in class V. The corresponding drop-out rates for males in classes- II, III, IV and V were 20.70 percent, 8.70 percent, 7.52 percent and 6.58 percent respectively. Drop-out rates for female pupils in classes- II, III, IV and V were calculated to be 11.07 percent, 8.68 percent, 5.98 percent and 8.08 percent respectively. It is evident from the above data that the proportion of dropout for males was comparatively higher than the females

i.e. 43.52 percent and 33.83 percent respectively. In addition to it, the result also indicates that overall drop-out rates of both male and female students in rural schools of Poonch district were calculated to be 39.26 percent.

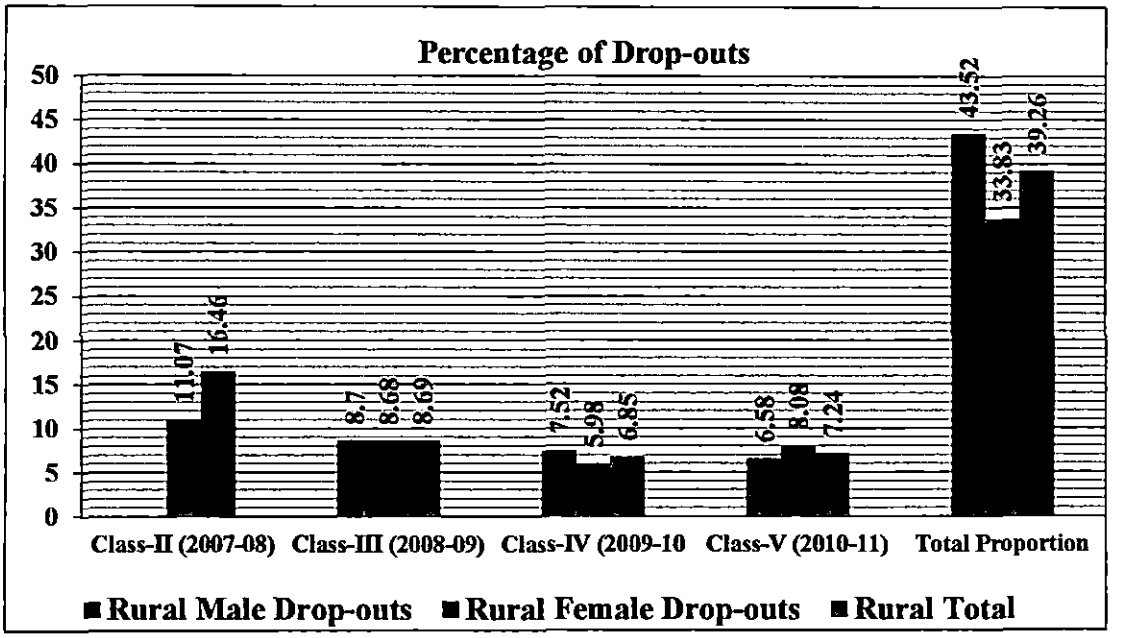


Fig.4.4 Illustrating Year wise, Gender wise and Class wise Drop-out rates in Rural Schools

Table 4.5

Showing the Enrolment and Retention Figures of Urban Schools

		Class-I 2006-2007	Class-II 2007-2008	Class-III 2008-2009	Class-IV 2009-2010	Class-V 2010-2011
Urban	Male Students	464	426	405	390	376
	Female Students	335	301	281	271	265
	Total	**799**	**727**	**686**	**661**	**641**

Table 4.5 depicts that out of 799 pupils enrolled in class-I during the academic year 2006-07 in urban schools, only 727 pupils retained in class-II, 686 retained in class -

III, 661 retained in class-IV and 641 pupils retained in class-V. As far as gender difference is concerned it was revealed that 464 male students enrolled in class-I during the year 2006-07 in urban schools only 426, 405, 390 and 376 were retained in classes- II, III, IV and V respectively. In case of female sample the retained pupils in classes- II, III, IV and V were 301, 281, 271, and 265 respectively, as against the 335 students enrolled at class I.

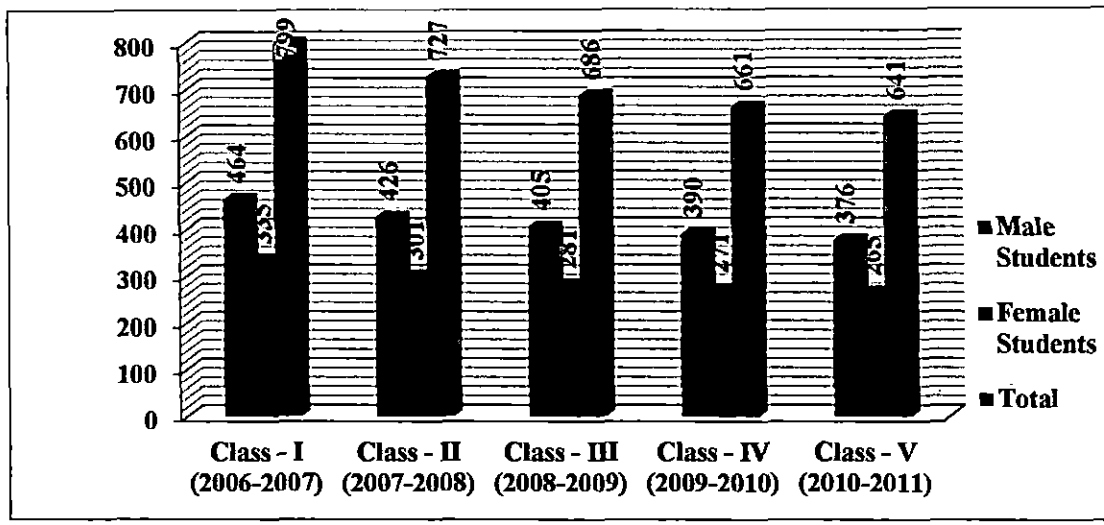


Fig.4.5 Illustrating Year wise total Enrolment and Retention in Class 1st to 5th of Urban Male and Female Students

Table 4.6
Showing the Drop-out Rates of Urban Schools

		Drop-outs									
		Class-II 2007-2008		Class-III 2008-2009		Class-IV 2009-2010		Class-V 2010-11		Total	Proportion
Urban		NO.	Prop.	NO.	Prop.	No.	Prop.	No.	Prop.		
	male	38	8.18	21	4.52	15	3.23	14	3.01	88	18.96
	Female	34	10.14	20	5.97	10	2.98	6	1.79	70	20.89
	Total	**72**	**9.01**	**41**	**5.13**	**25**	**3.20**	**20**	**2.56**	**158**	**20.28**

The table 4.6 demonstrates that out of total enrollment in class-1 in urban schools, 9.01 percent pupils dropped-out in class-II, 5.13 percent dropped-out in class- III, 3.20 percent pupils dropped-out in class IV and 2.58 percent pupils dropped-out in class V. The corresponding drop-out rates for male pupils in classes- II, III, IV and V

were 8.18 percent, 4.52 percent, 3.23percent, and 3.01percent respectively. Drop-out rates for females were 10.14 percent, 5.97 percent, 2.98 percent and 1.79 percent in classes- II, III, IV and V respectively. The data presented in the above table indicates that the proportion of dropout for female pupils was higher than the male pupils i.e. 20.89 percent and 18.96 percent respectively. The overall drop-out rate for both male and female pupils in urban schools was found to be 20.28 percent.

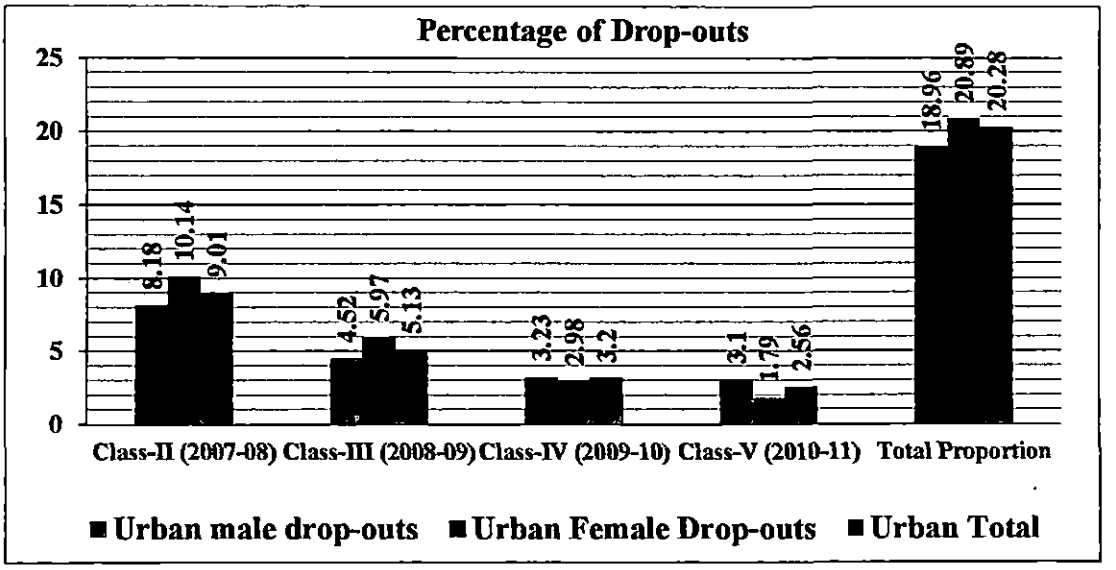


Fig. 4.6 Illustrating Year wise, Gender wise and Class wise Drop-out Rates of Urban Schools

Table 4.7

Showing the Enrolment and Retention Figures of Government Schools

		Class-I 2006-2007	Class-II 2007-2008	Class-III 2008-2009	Class-IV 2009-2010	Class-V 2010-2011
Government Schools	**Male**	349	267	233	200	179
	Female	342	282	351	236	219
	Total	**691**	**549**	**484**	**436**	**398**

Table 4.7 indicates that out of 691 pupils enrolled in class-1 during the year 2006-07 in government primary schools of Poonch district, only 549 pupils retained in class-II, 484 students retained in class-III, 436 retained in class-IV and 398 pupils retained in

class-V. Considering the gender differences, it was found that 349 male pupils enrolled in class-I, during the year 2006-07 in government schools, the corresponding retention in classes II, III, IV and V was 267, 233, 200 and 179 respectively. The retention figures for the female students were, out of 342 females enrolled in class-I, only 282, 351, 236 and 219 retained in classes-II, III, IV and V respectively.

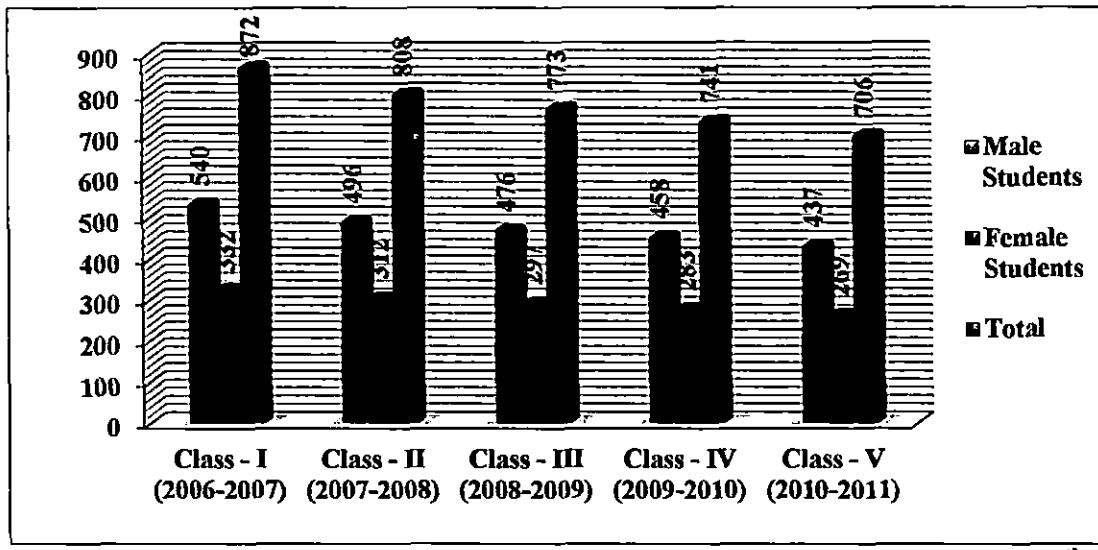


Fig 4.7 Illustrating Year wise Total Enrolment and Retention in Class 1st to 5th of Male and Female Students in Government Schools

Table 4.8
Showing the Drop-out rates of Government Schools

		Drop-outs									
		Class-II 2007-2008		Class-III 2008-2009		Class-IV 2009-2010		Class-V 2010-11		Total	Proportion
Government Schools		No.	Prop.	No.	Prop.	No.	Prop.	No.	Prop.		
	Male	82	23.49	34	9.74	33	9.45	54	15.47	203	58.16
	Female	60	17.54	31	9.06	15	4.38	32	9.35	138	40.35
	Total	**142**	**20.54**	**65**	**9.40**	**48**	**6.94**	**38**	**5.49**	**293**	**42.40**

Above table 4.8 reveals that out of total enrolment in class-1 in government primary schools, 20.54 percent pupils dropped-out in class-II, 9.40 percent dropped-out in class III, 6.94 percent dropped-out in class-IV and 5.49 percent pupils dropped-out in class V. The corresponding drop-out rates for boys in classes- II, III, IV and V were

23.49 percent, 9.74 percent, 9.45 percent and 15.47 percent respectively. Drop-out rates for female in classes- II, III, IV and V were found to be 17.54 percent, 9.06 percent, 4.38 percent and 9.35 percent respectively. It is evident from the above table that the collective percentage of drop-out rate at primary stage for males (58.16 percent) was comparatively higher than the females (40.35 percent) in government schools of Poonch district.

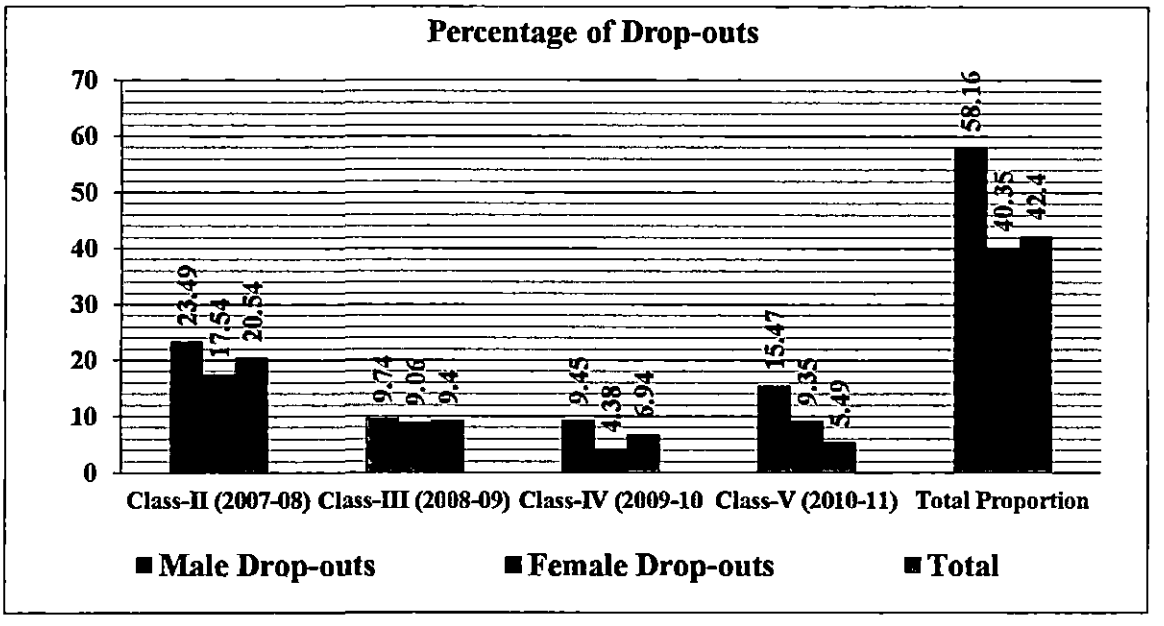


Fig.4.8 Illustrating Year wise, Gender wise and Class wise Drop-out rates of Government Schools

Table 4.9

Showing the Enrolment and Retention Figures of Private Schools

		Class-I 2006-2007	Class-II 2007-2008	Class-III 2008-2009	Class-IV 2009-2010	Class-V 2010-2011
Private Schools	Male	540	496	476	458	437
	Female	332	312	297	283	269
	Total	**872**	**808**	**773**	**741**	**706**

Table 4.9 shows that out of 872 pupils (male & female) enrolled in class-I during the year 2006-07 in private schools of Poonch district, only 808 pupils retained in class-II, 773 pupils retained in class -III, 741 retained in class-IV and 706 pupils retained in class-V. As far as gender difference is concerned it was revealed that 540 male

students enrolled in class-I during the year 2006-07 in private schools, only 496, 476, 458 and 437 were retained in classes- II, III, IV and V respectively. Whereas such figures for female students were, out of 332 pupils enrolled in class-I, only 312, 297, 283, and 269 retained in classes- II, III, IV and V respectively.

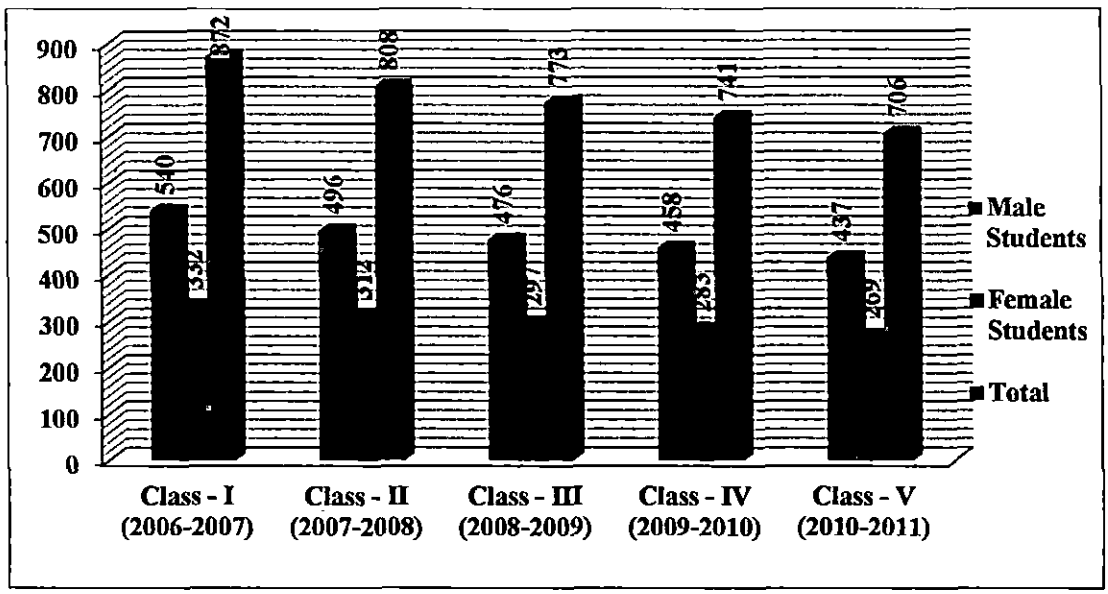


Fig.4.9 Illustrating Year wise Total Enrolment and Retention in Class 1st to 5th of Male and Female Students in Private Schools

Table 4.10

Showing the Drop-out Rates of Private Schools

Private Schools	Drop-outs									
		Class-II 2007-2008		Class-III 2008-2009		Class-IV 2009-2010		Class-V 2010-11		Total	Proportion
		N0.	Prop.	NO.	Prop.	No.	Prop.	No.	Prop.		
	Male	44	8.14	20	3.70	18	3.33	21	3.88	103	19.07
	Female	20	6.02	15	4.51	14	4.21	14	4.21	63	18.97
	Total	**64**	**7.33**	**35**	**4.01**	**32**	**3.44**	**35**	**4.01**	**166**	**19.03**

The table 4.10 depicts that out of total enrollment in class-1 in private schools,7.33 percent pupils dropped-out in class-II, 4.01 percent dropped-out in class- III, 3.44 percent pupils dropped-out in class IV and 4.01 percent pupils dropped-out in class V. The corresponding drop-out rates for males in classes- II, III, IV and V were 8.14 percent, 3.70 percent, 3.33 percent, and 3.88 percent respectively. Drop-out rates for

females were 6.02 percent, 4.51percent, 4.21 percent and 4.21 percent in classes- II, III, IV and V respectively. The data presented in the above table indicates that the proportions of dropouts for males and females did not differ significantly. The overall drop-out rate of private schools was found to be 19.03 percent.

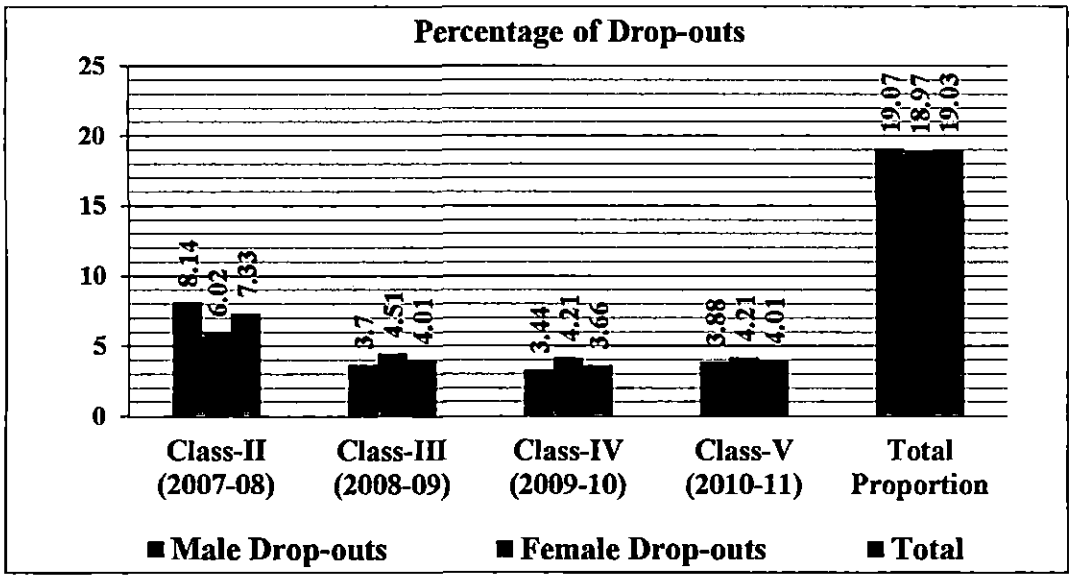


Fig. 4.10 Illustrating Year wise, Gender wise and Class wise Drop-out Rates in Private Schools

It is evident from the above results that the proportion of drop-out for males was comparatively higher than females in total sample schools of Poonch district. This finding is supported by the findings of Das (1975); Pillai et al. (1980); Esktrom et al. (1986); Thakur et al. (1988); Ensminger & Slusarcick (1992): Leelavathy (1997); Siddiqui (2003); Subramaniam (2005); Napkodia (2010). However, the findings of Das (1969); Vyas (1992); Sarmah (1997); Banerjee and Nath (2000); Naidu (2000); Archana (2001); Ayodele, et al. (2004); Rena (2007); Sajjid, et al. (2012) contradicts the present finding. The present study revealed higher drop-out rate among the rural schools as compared to urban schools. It is also substantiated by the studies viz; Thakur, et al. (1988); Gupta et al. (1989); Gyaneswar (1992); Verma (1993); Sarmah (1997); Banerjee, et al. (2000); Naidu (2000); Sengupta (2002). But few researchers like Vyas (1992) & Subramaniam (2005) had reported contradictory results. In addition to it, the present study also pointed out higher drop-out rate among government schools as compared to private schools. Same findings were also reported by Vyas (1992); Saroja (1999); Karki (2004).

4.2 Drop-outs and Stay-ins in Different SES groups:

All the selected drop-outs as well as the stay-ins were categorized into three different socio-economic status levels based on the scores obtained by them on SES scale. The obtained results are presented below.

Table 4.11

Showing the Percentages of Drop-outs and Stay-ins in Different SES Groups

SES Groups	Drop-outs	Stay-ins
High SES	0.66%	6 %
Middle SES	10%	40%
Low SES	89.3%	54%

The above table 4.11 clearly indicates that less than one percent (0.66 percent) drop-outs were from high SES background as against 6 percent stay-ins. Small minority i.e.10 percent drop-outs belonged to middle SES group, whereas the percentage of stay-ins in this category was about four times higher i.e.40 percent. The table further depicts that a great majority i.e. 89.3 percent drop-outs were from low SES background as compared to 54 percent in case of stay-ins. Thus, it is evident that majority of students who dropped-out from the schools before completing primary stage of education belonged to low socio economic background.

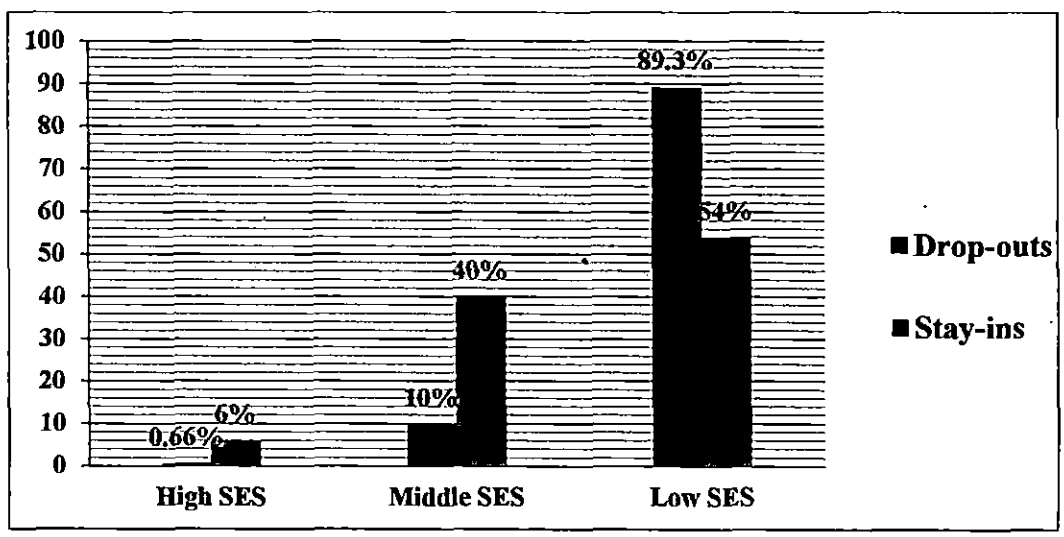


Fig 4.11 Illustrating Percentage of Drop-outs and Stay-ins in Different Socio-Economic Status Groups (High SES, Middle SES and Low SES)

4.3 Comparison between Drop-outs and Stay-ins on the Measure of Socio-Economic Status:

In order to compare the Socio-economic status of drop-outs and stay-ins 't' test was used to find-out the significant difference. The results are presented in the following tables. Every table is followed by graphical presentation for quick appraisal of the content.

H_o1. ***There would be no significant difference on the measure of Socio-economic status between the drop-outs and stay-ins for total sample.***

Table 4.12

Showing the Difference in Socio-Economic Status between Drop-outs and Stay-ins

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Drop-outs	150	36.65	10.01	7.89	Significant at 0.01 level
	Stay-ins	150	48.38	15.20		

Above table 4.12 depicts the comparison of the mean scores of drop-outs and stay-ins on the measure of socio-economic status. The calculated t- value (7.89) is found to be significant at 0.01 level of confidence. It can be said that there exist a significant difference between the SES of drop-outs and stay-ins. The mean value of SES for stay-ins is found to be 48.38 which is greater than the mean value of drop-outs which is 36.65. Thus, it can be concluded that socio-economic of stay-ins is better than the SES of drop-outs. The results are on expected lines and can be justified on the basis of fact that economically sound parents are in a much better position to bear the expenses of education of their children as compared to parents who are economically poor. Socio-economic status of the family which comprises economic, social and educational aspects has its positive influence on the physical, social, intellectual and emotional aspects of entire members of the family. This shapes the whole environment of the family and the attitude in favour of education. The above finding is supported by the findings of Nayal (1986); SIE (U.P), (1986); Dachi & Garret (2003); Heckman (2003); Orfied (2004) who reported that students belonging to lower SES tend to experience higher drop-out rates than those from higher SES

families. Thus, the hypothesis no 1 i.e. *"There would be no significant difference on the measure of Socio-economic status between the drop-outs and stay-ins for total sample" is rejected*

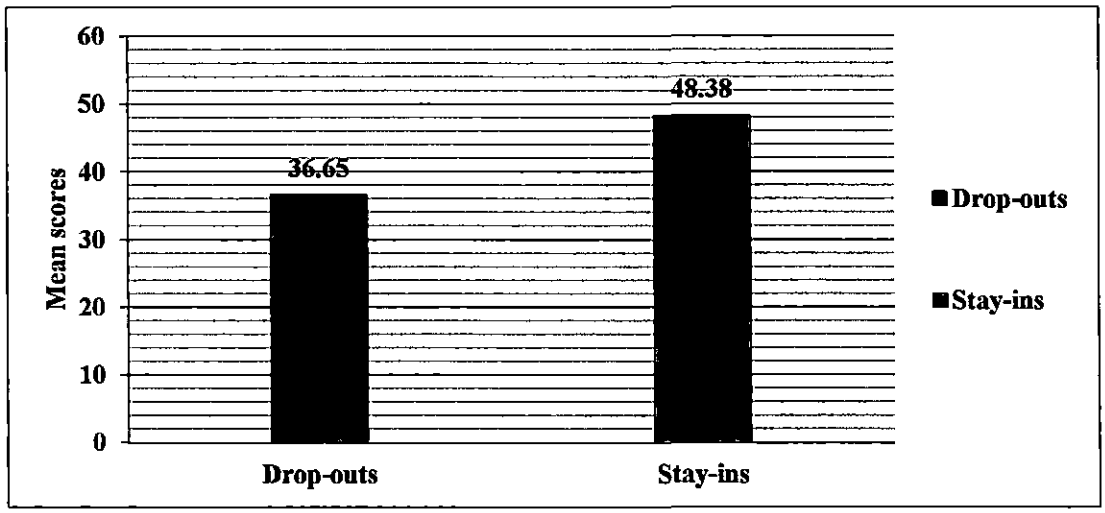


Fig.4.12 Illustrating Mean Scores of Drop-outs and Stay-ins on the Variable of SES for Total Sample

H_o2. ***There would be no significant difference on the measure of Socio-economic status between the drop-outs and stay-ins for male and female samples.***

Table 4.13

Showing Difference in Socio-Economic Status between Male Drop-outs and Male Stay-ins

Variable	Groups	N	Mean	SDs	't'	Remarks
SES	Male Drop-outs	74	36.62	10.05	5.35	Significant at 0.01 level
	Male Stay-ins	76	47.43	14.26		

Above table 4.13 explains the comparison of the mean scores of male drop-outs and male stay-ins on the measure of socio-economic status. The calculated 't' value (5.35) is found to be significant at 0.01 level of confidence showing the difference between the two compared groups. The mean value (47.43) of SES for male stay-ins is greater than the mean value (36.62) of male drop-outs. Thus, it can be concluded that SES of male stay-ins was better than the SES of male drop-outs. Poor parents being unable to

bear the educational expenditure pull their children from educational setting and engage them as child labour either in their family profession or outside the home to enhance family income. The above result is corroborated by the findings of Bhat, et al. (1994); Ahluwalia, et al. (1997); Colchough, et al. (2000); Brown and Park (2002); Malik (2002); Hunter and May (2003); Filmer and Pritchell (2004); Gaikwad (2005); Hunt (2008); Begum, et al. (2011) who concluded that majority of the male students dropped-out from the schools due to poor economic condition of the family.

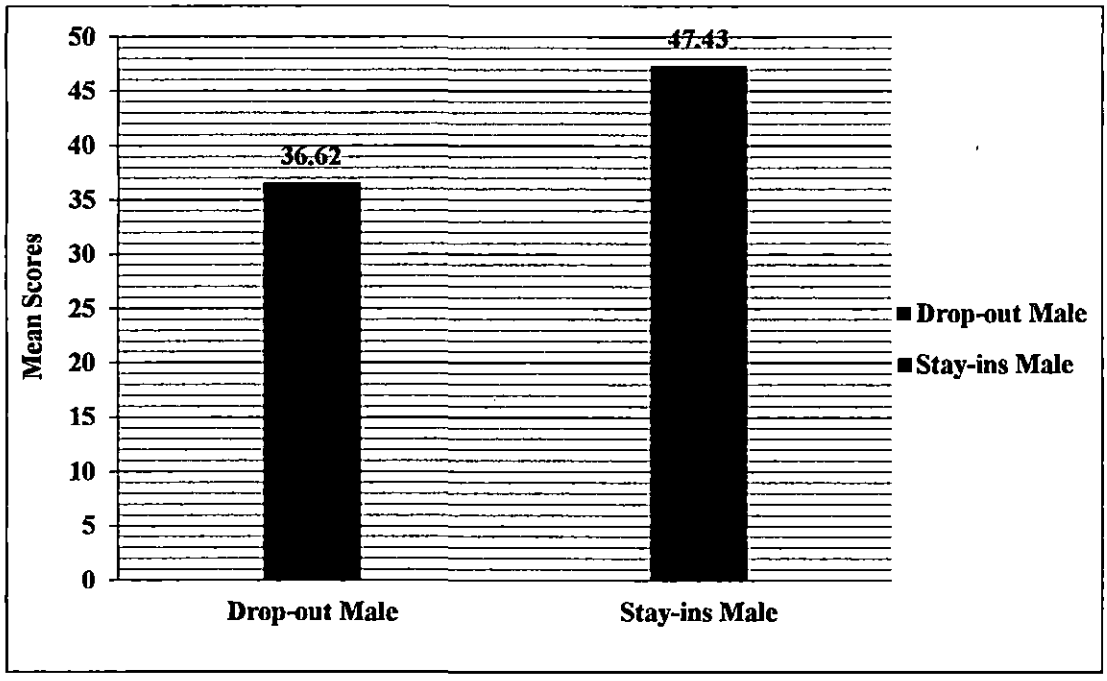


Fig.4.13 Illustrating Mean Scores of Male Drop-outs and Male Stay-ins on the Variable of SES

Table 4.14

Showing the Difference in Socio-Economic Status between Female Drop-outs and Female Stay-ins

Variable	Groups	N	Mean	SDs	't'	Remarks
SES	Female Drop-outs	76	36.67	10.03	5.79	Significant at 0.01 level
	Female Stay-ins	74	49.35	16.14		

Above table 4.14 shows the comparison of mean scores of female drop-outs and female stay-ins on the measure of socio-economic status. The calculated 't' value

(5.79) is found to be significant at 0.01 level of confidence. It can be said that there exists significant difference between female drop-outs and female stay-ins. The mean value of SES for female stay-ins is found to be 49.35 which is greater than the mean value of female drop-outs which is 36.67. Thus, it can be concluded that SES of female stay-ins was comparatively better than the SES of female drop-outs. The result of the study may be justified on the basis of the fact that the females belonging to comparatively better socio-economic status are fortunate to continue their education; however the girls of poor SES find it difficult to continue their primary education and become potential drop-outs. This further indicates the importance of SES for the educational attainment of the students. It is substantiated by the finding of Peraita, et al. (2000) who reported that family socio-economic status is the significant factor in determining the probability of female dropping-out from the schools. Hence, from the tables, 4.13 to 4.14 hypothesis no 2. i.e. *"There would be no significant difference on the measure of Socio-economic status between the drop-outs and stay-ins for male and female samples" is rejected.*

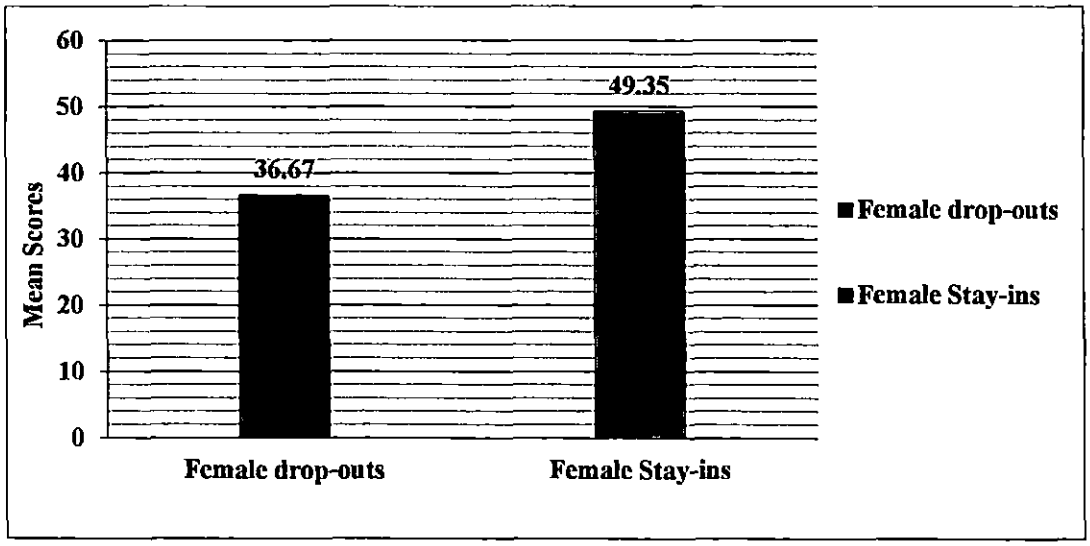


Fig 4.14 Illustrating Mean Scores of Female Drop-outs and Female Stay-ins on the Variable of SES

Ho, 3. ***There would be no significant difference on the measure of socio-economic status between the drop-outs and stay-ins for rural and urban samples***

Table 4.15

Showing Difference in Socio-Economic Status between Rural Drop-outs and Rural Stay-ins.

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Rural Drop-outs	100	35.16	9.64	7.15	Significant at 0.01 level
	Rural Stay-ins	86	48.20	14.99		

Above table 4.15 demonstrates the comparison of mean scores of rural drop-outs and rural stay-ins in regard to the socio-economic status. The calculated 't' value (7.15) is found to be significant at 0.01 level of confidence. It indicates that there exists a significant difference between both the compared groups. The mean value of SES for rural stay-ins is 48.20 which is greater than the mean value of rural drop-outs, which is 35.16. Thus, it can be inferred that rural stay-ins belonged to comparatively better SES than the rural drop-outs. Although the infrastructure and other facilities are poor in rural areas but the most potent factor of becoming drop-out seemed to be socio-economic background of the parents as depicted from the results obtained above. Studies which support the present finding are conducted by Craft (2002); Marcionsis, et al (2005); Anang (2007); Cardoso and Verner (2007).

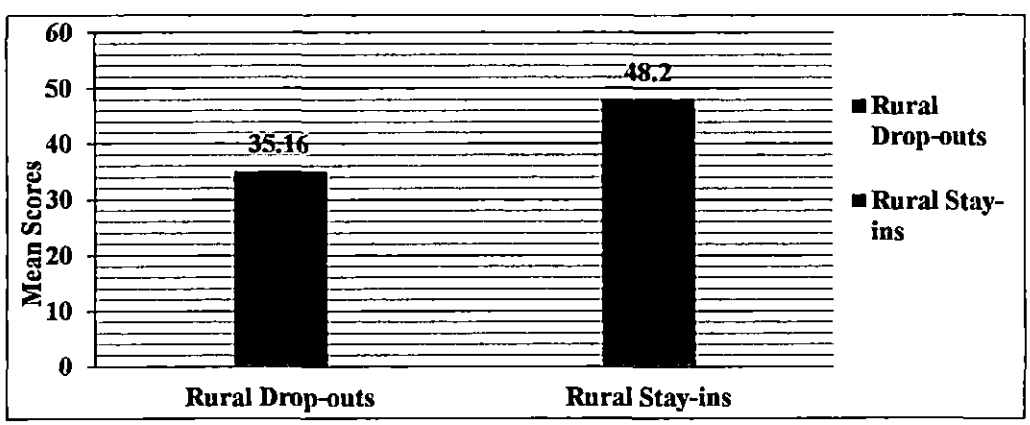


Fig. 4.15 Illustrating Mean Scores of Rural Drop-outs and Rural Stay-ins on the Variable of SES

Table 4.16

Showing the Difference in Socio-Economic Status between Urban Drop-outs and Urban Stay-ins

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Urban Drop-outs	50	39.62	10.17	3.53	Significant at 0.01 level
	Urban Stay-ins	64	48.60	15.59		

Table 4.16 explains the comparison of mean scores of urban drop-outs and urban stay-ins on the measure of socio-economic status. The obtained 't' value (3.53) is found to be significant at 0.01 level of confidence. It shows that there exists a significant difference between urban drop-outs and urban stay-ins. The mean value of SES for urban stay-ins is (15.59) which is greater than the mean value of urban drop-outs which is (10.17). Thus, it can be concluded that SES of urban stay-ins was better than the urban drop-outs. The obtained results are very helpful in explaining the fact again that socio-economic status plays a significant role in the education of children irrespective of rural- urban location. This finding is in harmony with the results of Jeynes (2002) and Eamon (2005) who found significant relationship between socio-economic status of urban drop-outs and urban stay-ins. Thus, on the basis of results presented in the tables 4.15 and 4.16, the hypothesis no. 3 i.e. "*There would be no significant difference on the measure of socio-economic status between the drop-outs and stay-ins for rural and urban samples*" is rejected

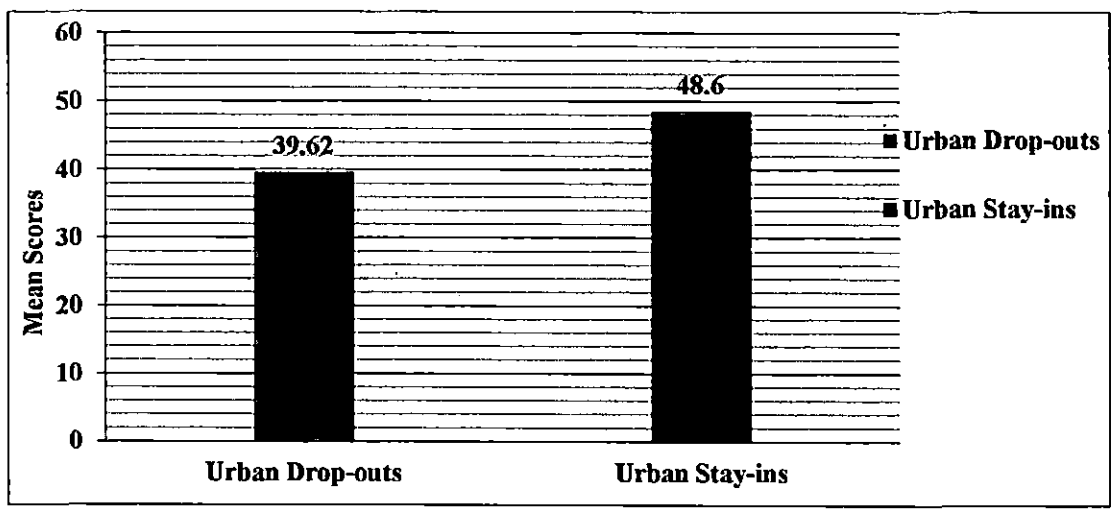


Fig.4.16 Illustrating Mean Values of Urban Drop-outs and Urban Stay-ins on the Variable of SES

Ho, 4. ***There would be no significant difference on the measure of Socio-economic status between male and female drop-outs.***

Table 4.17

Showing the Difference in Socio-Economic Status between Male Drop-out and Female Drop-out

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Male Drop-outs	74	36.62	10.05	0.30	Not Significant
	Female Drop-outs	76	36.67	10.03		

Table 4.17 depicts the comparison of mean values of male drop-outs and female drop-outs on the measure of socio-economic status. The calculated 't' value 0.30 is found to be insignificant. It can safely be said that there exists no significant difference between male drop-outs and female drop-outs in regard to their socio-economic status. The mean value of female drop-outs is found to be 36.67 which is greater than the mean value of male drop-outs which is 36.62, but statistically insignificant. Thus, it can be concluded that both the compared groups are similar. The results of the study are understandable, based on the fact that poor socio-economic families are caught in a vicious circle of poverty, illiteracy and ignorance. Neither they have the appropriate means to meet out the educational expenses nor they have the determination to educate their children as the priority for such family is the survival of life. Some incentives of the government help them to send their children to the school but they find it difficult to retain in the school and complete the primary education. This finding gets support by the finding of vathsala (1981) who reported no significant difference between SES of male and female drop-outs. However, Holmes (2003): Kakuru (2003); Kasente (2004) contradicts the present finding. Thus, the hypothesis no. 4 i.e. *"There would be no significant difference on the measure of Socio-economic status between male and female drop-outs" is accepted.*

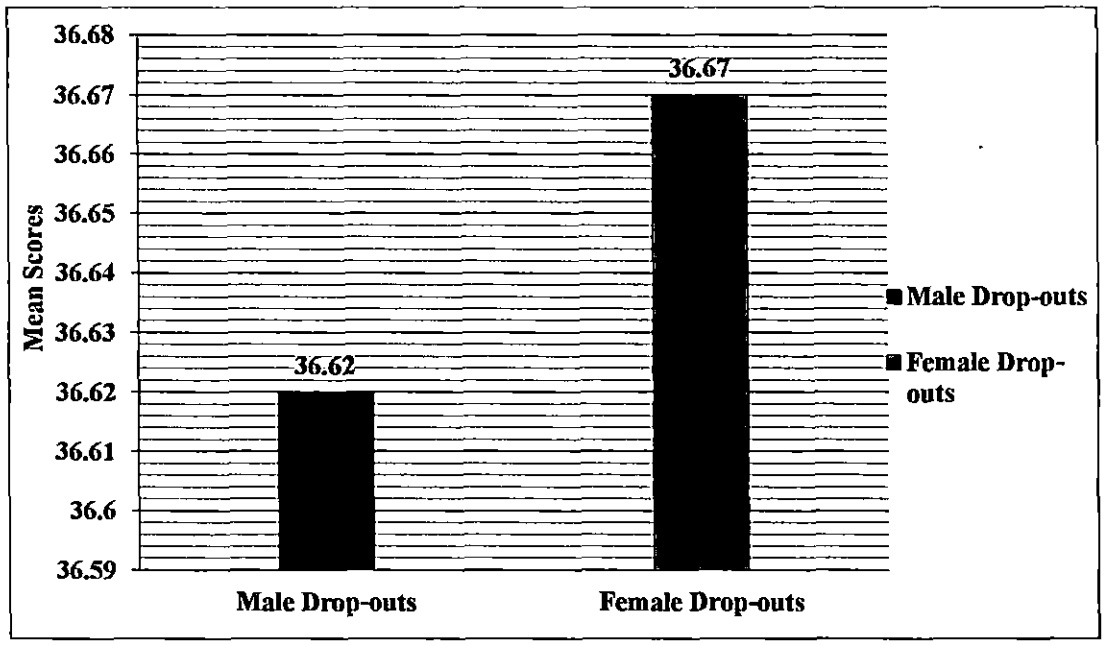


Fig. 4.17 Illustrating Mean Scores of Male Drop-outs and Female Drop-outs on the Variable of SES.

Ho, 5. ***There would be no significant difference on the measure of Socio-economic status between rural- urban drop-outs***

Table 4.18

Showing the Difference in Socio-Economic Status between Rural Drop-outs and Urban Drop-outs

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Rural Drop-outs	100	35.16	9.64	2.62	Significant at 0.01 level
	Urban Drop-outs	50	39.62	10.17		

Table 4.18 depicts the comparison of mean scores of rural drop-outs and urban drop-outs on the measure of SES. The calculated 't' value (2.62) is found to be significant at 0.01 level of confidence. The mean value of SES for urban drop-outs is 39.62 which is greater than the mean value (35.16) of rural drop-outs. Thus it can be concluded that SES of urban drop-outs was better than the rural drop-outs. The above mentioned result is corroborated by the findings of Gyaneswar (1992) and Vyas (1992) who reported significant difference between rural drop-outs and urban drop-outs.

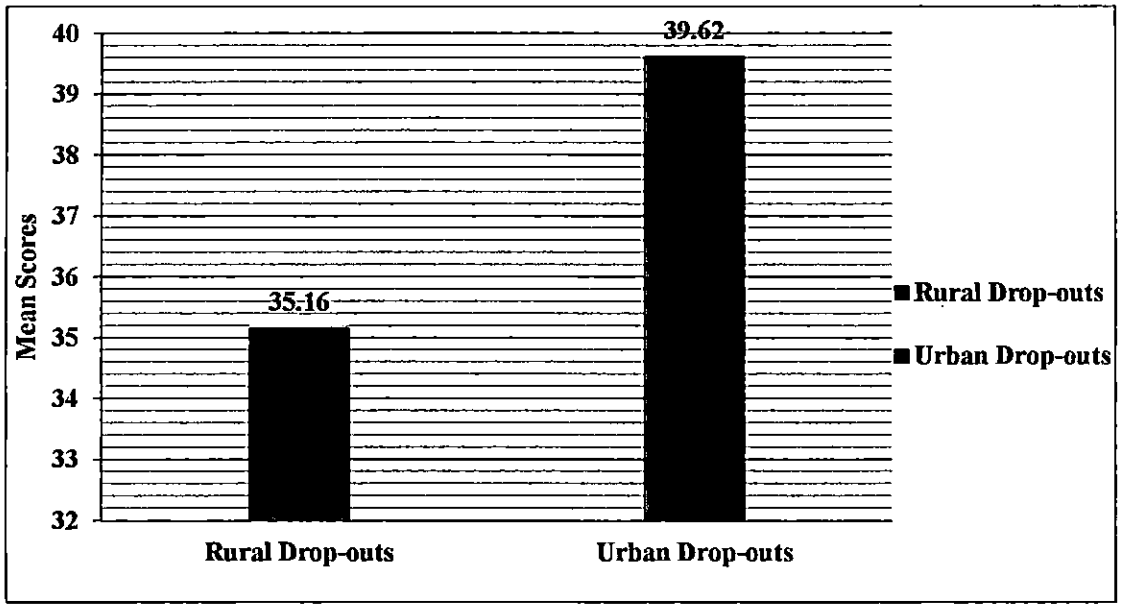


Fig. 4.18 Illustrating Mean Scores of Rural Drop-outs and Urban Drop-outs on the Variable of SES

Table 4.19

Showing the Difference in Socio-Economic Status between Rural Male Drop-outs and Rural Female Drop-outs

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Rural male Drop-outs	50	36.16	10.36	1.02	Not Significant
	Rural Female Drop-outs	51	34.19	8.77		

Above table 4.19 reveals the comparison of mean scores of rural male drop-outs and rural female drop-outs on the measure of socio-economic status. The calculated 't' value 1.02 is found to be insignificant, indicating no significant difference between both the compared groups. The mean value of SES for rural male drop-out is found to be 36.16 which is greater than the mean value of rural female drop-outs, but statistically insignificant. Thus we may conclude that rural male drop-outs and rural female drop-outs belonged to almost similar socio-economic status. The above finding is supported by the findings of Pratinidhi, et al. (1992) who reported no significant difference between the SES of both the sexes.

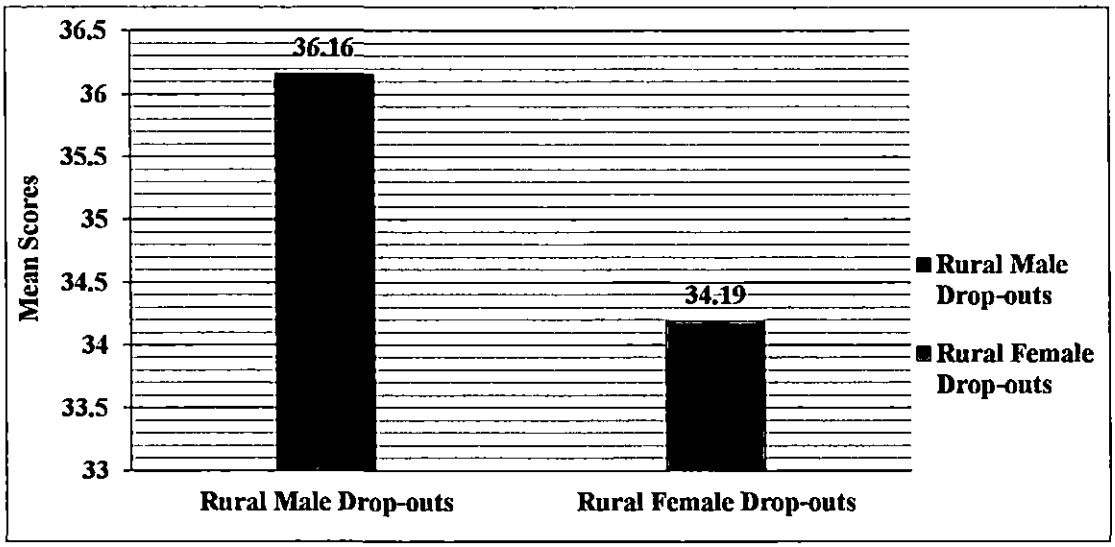


Fig. 4.19 Illustrating Mean Scores of Rural Male Drop-outs and Rural Female Drop-outs

Table 4.20

Showing the Difference in Socio-Economic Status between Urban Male Drop-outs and Urban Female Drop-outs

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Urban Male Drop-outs	24	37.58	9.52	.161	Not Significant
	Urban Female Drop-outs	25	41.72	10.72		

Table 4.20 depicts the comparison of mean scores of urban male drop-outs and urban female drop-outs on the measure of socio-economic status. The calculated 't' value (.161) is insignificant. The mean value (41.72) of SES for urban female drop-outs is found to be greater than the mean value (37.58) of urban male drop-outs, but statistically insignificant. Thus it can be concluded that both the compared groups belonged to similar SES. The obtained result indicates that drop-outs either male or female belong to low SES which further highlights the importance of SES in the education of the students.

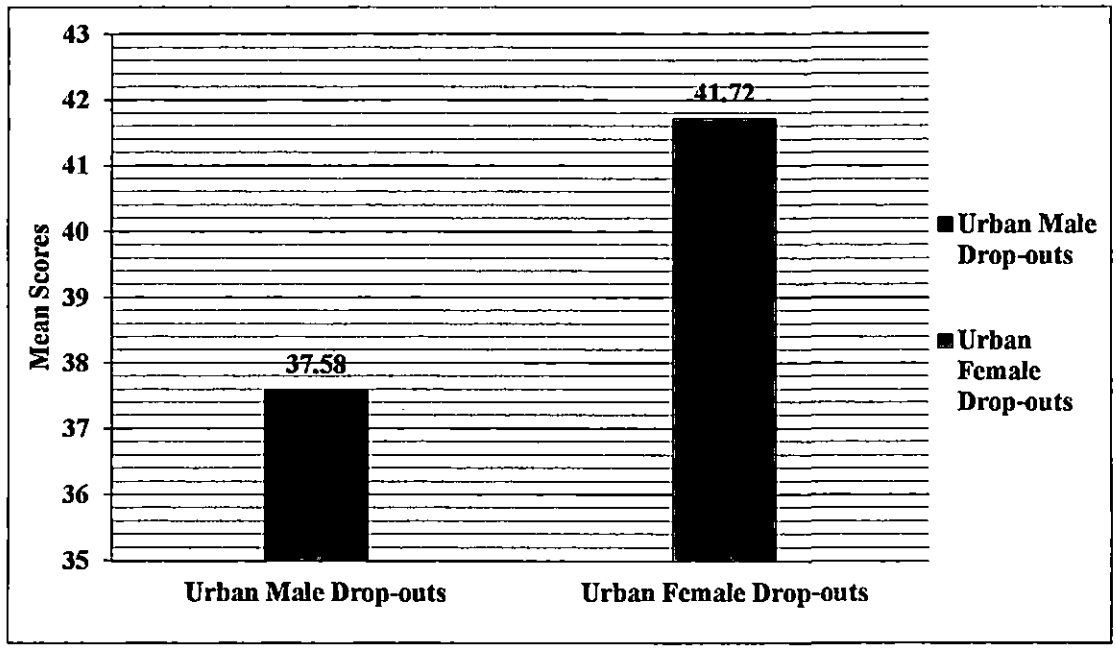


Fig. 4.20 Illustrating Mean Scores of Urban Male Drop-outs and Urban Female Drop-outs on the Variable of SES

Table 4.21

Showing the Difference in Socio-Economic Status between Rural Male Drop-outs and Urban Male Drop-outs

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Rural Male Drop-outs	50	36.16	10.36	.567	Not Significant
	Urban Male Drop-outs	24	37.58	9.52		

Table 4.21 represents the comparison of mean scores of rural male drop-outs and urban male drop-outs in regard to the socio-economic status. It is clear from the table that 't' value (.567) is insignificant, showing no significant difference between the two compared groups of drop-outs. The mean value (37.58) of SES for urban male drop-outs is found to be greater than the mean value (36.15) of rural male drop-outs, but statistically insignificant. It means that SES of rural male drop-outs and urban male drop-outs was almost similar. This result is corroborated by the findings of Gurubasappa (2009) who found no significant difference between rural-urban

background and socio-economic status of male drop-outs. But researchers like Pills (2006) and Zora (2008) reported contradictory results.

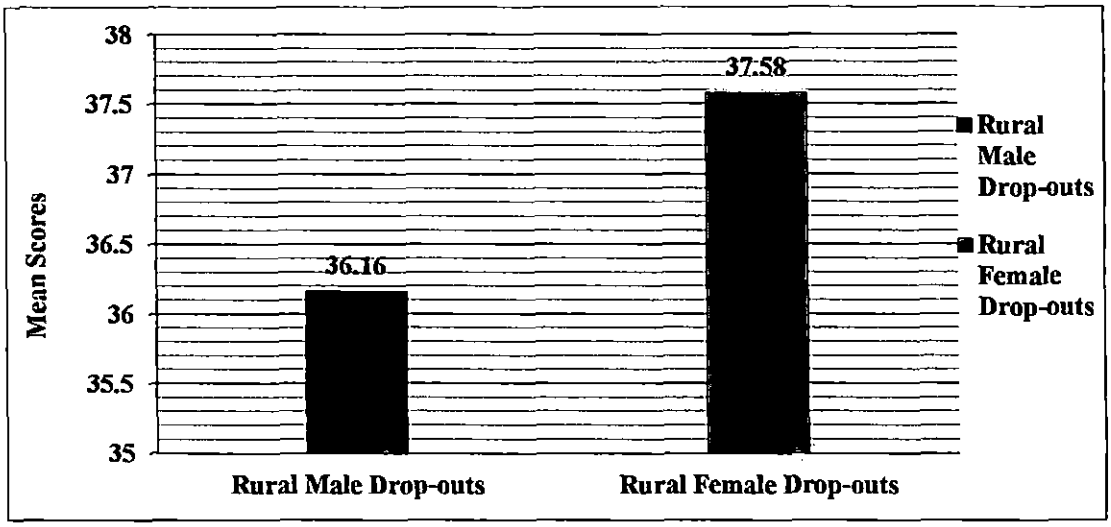


Fig. 4.21 Illustrating Mean Scores of Rural Male Drop-outs and Rural Female Drop-outs on the Variable of SES

Table 4.22

Showing the Difference in Socio-Economic Status between Rural Female Drop-outs and Urban Female Drop-outs

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Rural Female Drop-outs	51	34.19	8.77	3.26	Significant at 0.01 level
	Urban Female Drop-outs	25	41.72	10.72		

Table 4.22 describes the comparison of mean scores of rural female drop-outs and urban female drop-outs for socio-economic status. The obtained 't' value 3.26 is found to be significant at 0.01 level of confidence. It can be said that there exists a significant difference between rural female drop-outs and urban female drop-outs. The mean value (41.72) of SES for urban female drop-outs is found to be greater than the mean value (34.19) of rural female drop-outs. Thus it can safely be said that urban female drop-outs belonged to better SES as compared to the rural female drop-outs.

The above result is corroborated by the findings of Banerjee, et al. (2000) who observed significant difference between rural female and urban female drop-outs in regard to SES. Hence, from tables, 4.18 to 4.22, hypothesis no.5 i.e. *"There would be no significant difference on the measure of Socio-economic status between rural-urban drop-outs" is partially accepted.*

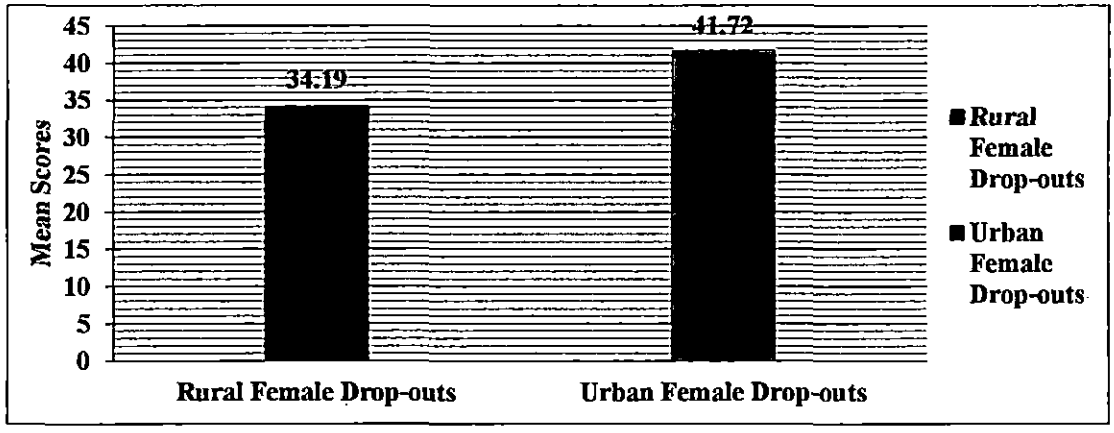


Fig. 4.22 Illustrating Mean Scores of Rural Female Drop-outs and Urban Female Drop-outs on the Variable of SES

Ho, 6. There *would be no significant difference on the measure of Socio-economic status between male and female stay-ins*

Table 4.23

Showing the Difference in Socio-Economic Status between Stay-ins Male and Stay-ins Female

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Male Stay-ins	76	37.43	10.02	.976	Not Significant
	Female Stay-ins	74	35.84	10.01		

Table 4.23 shows the comparison of mean scores of male stay-ins and female stay-ins on the measure of socio-economic status. The calculated 't' value (.976) is found to be insignificant. The mean value of male stay-ins (37.43) is greater than the mean value of female stay-ins which is 35.84, but statistically insignificant. The findings of the

study thus reveal that the two groups are similar on the measure of socio-economic status. The obtained result may be because of the fact that economically, socially and educationally well-off parents show positive attitude towards education and thus send their children for education and guide them to complete the school education. Noor (2001); Orodoho (2013). It is also obvious from the findings that parents belonging to better SES families don't show any discrimination in respect to the education of their wards. Thus, the hypothesis no. 6 i.e. "There *would be no significant difference on the measure of Socio-economic status between male and female stay ins" is accepted.*

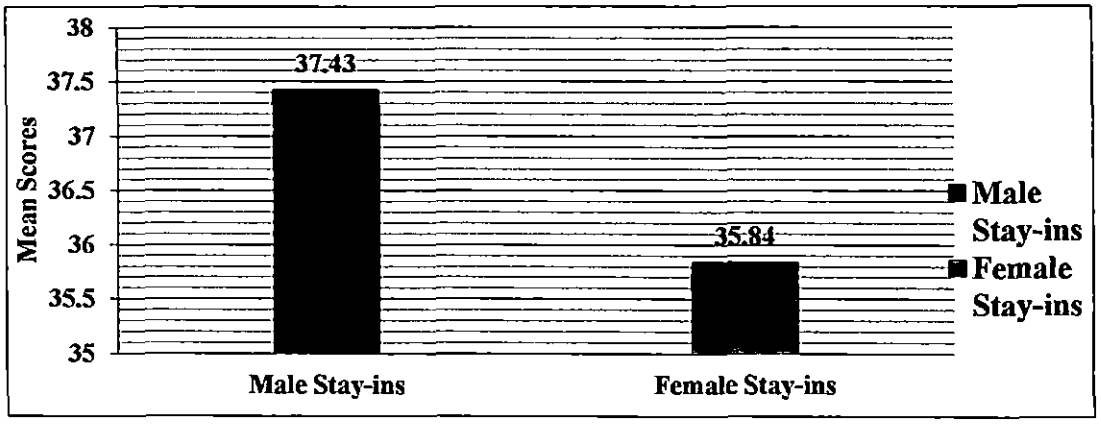


Fig. 4.23 Illustrating Mean Scores of Male Stay-ins and Female Stay-ins on the Variable of SES

Ho, 7. ***There would be no significant difference on the measure of Socio-economic status between rural & urban stay-ins.***

Table 4.24

Showing the difference in Socio-economic Status between Rural Stay-ins and Urban Stay-ins

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Rural Stay-ins	86	48.20	14.99	.159	Not Significant
	Urban Stay-ins	64	48.60	15.59		

Table 4.24 describes the comparison of mean values of rural stay-ins and urban stay-ins on the measure of socio-economic status. The calculated 't' values (.159) is found to be insignificant, showing no significant difference between rural stay-ins and urban stay-ins. Although the mean value of SES for urban stay-ins (48.60) is somehow greater than the mean value (48.20) of rural stay-ins but the difference is statistically insignificant. Based on this finding and the previous findings the researcher may conclude that stay-ins belonged to the same socio-economic status irrespective of their rural or urban background. It is further proved in previous results that stay-ins were from the better SES background as compared to drop-outs. Thus, better SES has its positive influence on the stay-ins population both in rural and urban areas.

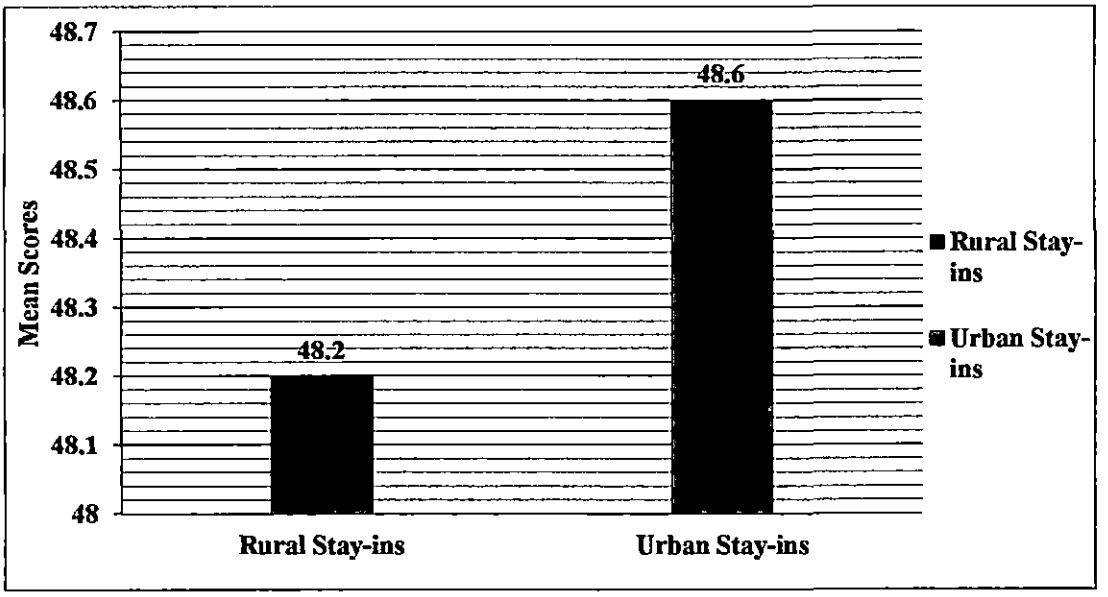


Fig. 4.24 Illustrating Mean Scores of Rural Stay-ins and Urban Stay-ins on the Variable of SES

Table 4.25

Showing the Difference in Socio-Economic Status between Rural Male Stay-ins and Rural Female Stay-ins

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Rural male Stay-ins	42	49.47	14.57	.769	Not Significant
	Rural Female Stay-ins	43	46.95	15.62		

Table 4.25 depicts the comparison of mean scores of rural male stay-ins and rural female stay-ins on the measure of socio-economic status. The obtained 't' value (.769) is found to be insignificant, indicating no significant difference between the rural male stay-ins and rural female stay-ins. The mean value of SES for rural male stay-ins is found to be 49.47 which is greater than the mean value (46.95) of rural female stay-ins, but statistically insignificant. Thus, it can be concluded that both the compared groups belonged to same SES background i.e. better SES background as already discussed in the previous hypothesis that in general and on gender basis too the stay-ins living in rural areas were form better SES families. Results are on expected lines and further highlights the significance of SES in education of the family. Studies conducted by Sharma (1984); Vijayalaxmi & Natesan (1992); Panday (2001); Alam (2009) and Mohanty (2009) revealed the same result too.

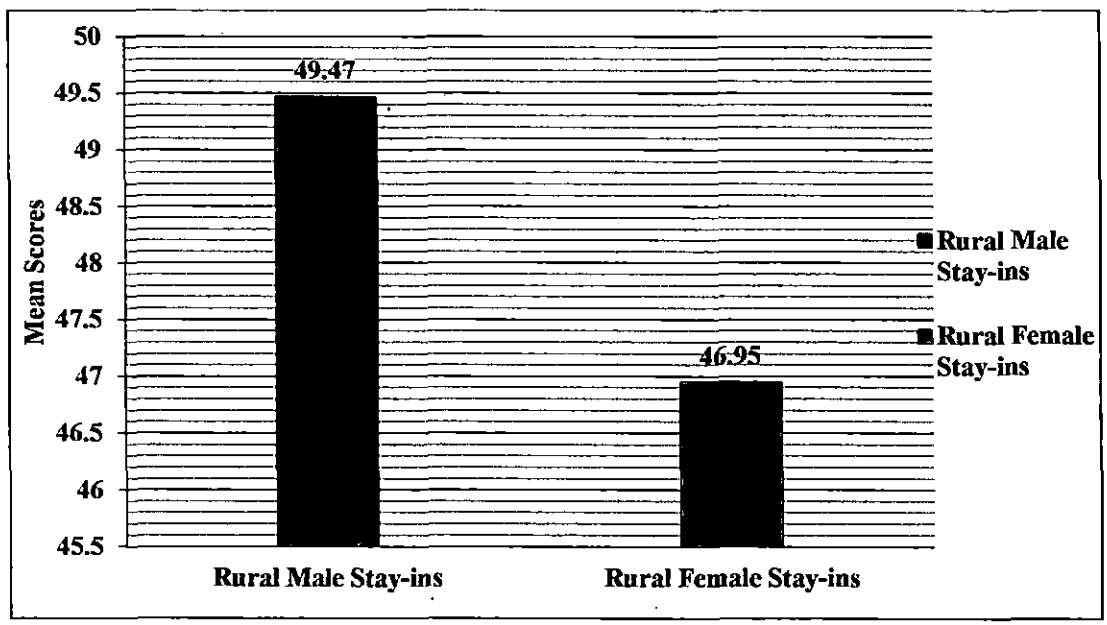


Fig. 4.25 Illustrating Mean Scores of Rural Male Stay-ins and Rural Female Stay-ins on the Variable of SES

Table 4.26

Showing the Difference in Socio-Economic Status between Urban Male Stay-ins and Urban Female Stay-ins

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Urban Male Stay-ins	35	44.60	13.59	2.33	Significant at 0.05 level
	Urban Female Stay-ins	30	53.30	16.41		

Table 4.26 explains the comparison of mean scores of urban male stay-ins and urban female stay-ins on the measure of socio-economic status. The obtained 't' value (2.33) is found to be significant although at 0.05 level of confidence. It shows that there exists a significant difference between the two compared groups. The mean value of SES for urban female stay-ins is 53.30 which is greater than the mean value of urban male stay-ins which is 44.60. Thus, it can be inferred that urban female stay-ins belonged to comparatively better SES than the urban male stay-ins. It further supports the general perception in our society that parents who are educationally, economically and socially well off shows relatively more inclination to educate their daughters as compared to low SES parents. It may be said that education of girls becomes a casualty if parents have to decide between the education of son and daughter. The above finding is in harmony with the findings of Syomba (2007).

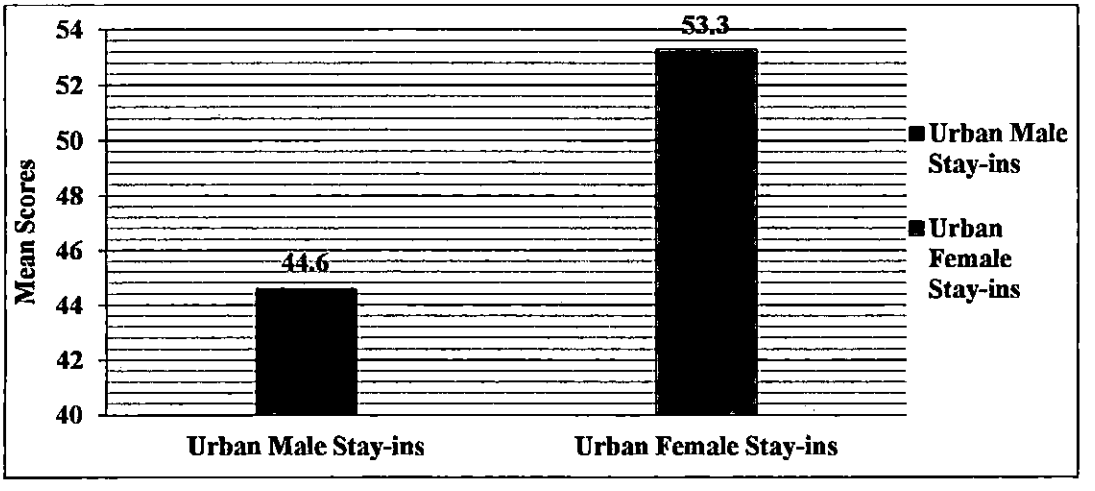


Fig.4.26 Illustrating Mean Scores of Urban Male Stay-ins and Urban Female Stay-ins on the Variable of SES

Table 4.27

Showing the Difference in Socio-Economic Status between Rural Male Stay-ins and Urban Male Stay-ins

Variable	Groups	N	Mean	SD	't'	Remarks
SES	Rural Male Stay-ins	42	49.47	14.57	1.50	Not Significant
	Urban Male Stay-ins	35	44.60	13.59		

Table 4.27 shows the comparison of mean scores of rural male stay-ins and urban male stay-ins obtained on the measure of SES. The calculated 't' value 1.50 is insignificant, indicating no significant difference between the above two compared groups of the sample. The mean value (49.47) of SES for rural male stay-ins is greater than the mean value (44.60) of urban male stay-ins, but the difference is statistically insignificant. Thus, it is obvious from it that SES of rural male stay-ins and urban male stay-ins was almost same.

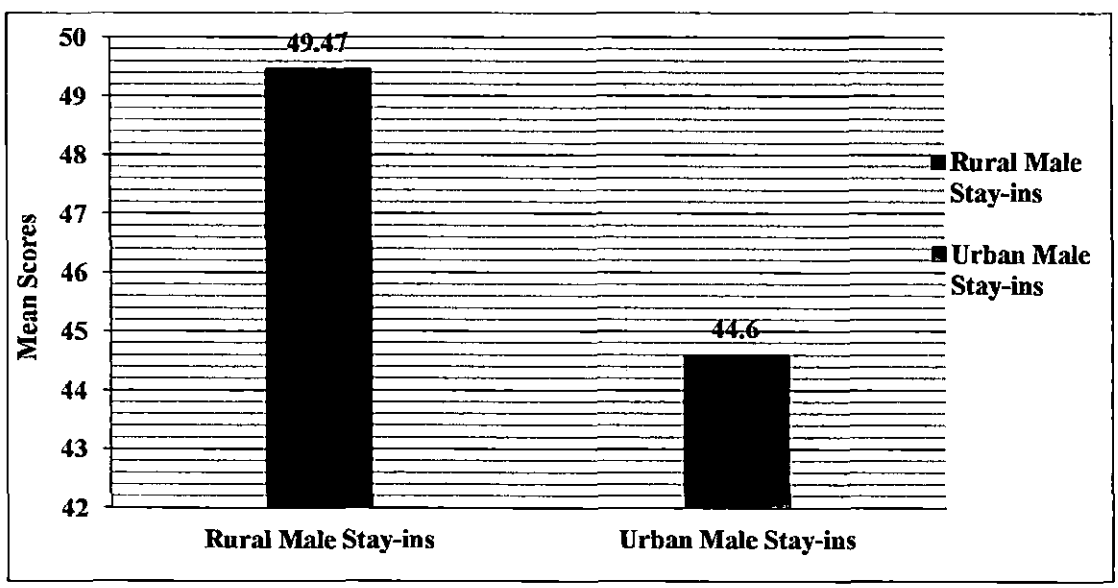


Fig. 4.27 Illustrating Mean Scores of Rural Male Stay-ins and Urban Male Stay-ins on the Variable of SES

Table 4.28

Showing the Difference in Socio-Economic Status between Rural Female Stay-ins and Urban Female Stay-ins

SES	N	Mean	SDs	't'	Remarks
Rural Female Stay-ins	43	46.95	15.62	1.67	**Not Significant**
Urban Female Stay-ins	30	53.30	16.41		

Table 4.28 illustrates the comparison of mean scores of rural female stay-ins and urban female stay-ins obtained on SES measure. The calculated 't' value 1.67 is less than the 't' critical table value and thus is insignificant. It is clear that there exists no difference between the SES of above two compared groups. The mean value (53.30) of SES for urban female stay-ins although is greater than the mean value (46.95) of rural female stay-ins, but statistically insignificant. Thus it can be safely inferred that SES of both the compared group was almost similar. Hence, from the tables 24 to 28 hypothesis no. 7 i.e. *"There would be no significant difference on the measure of Socio-economic status between rural & urban stay-ins" is accepted partially.*

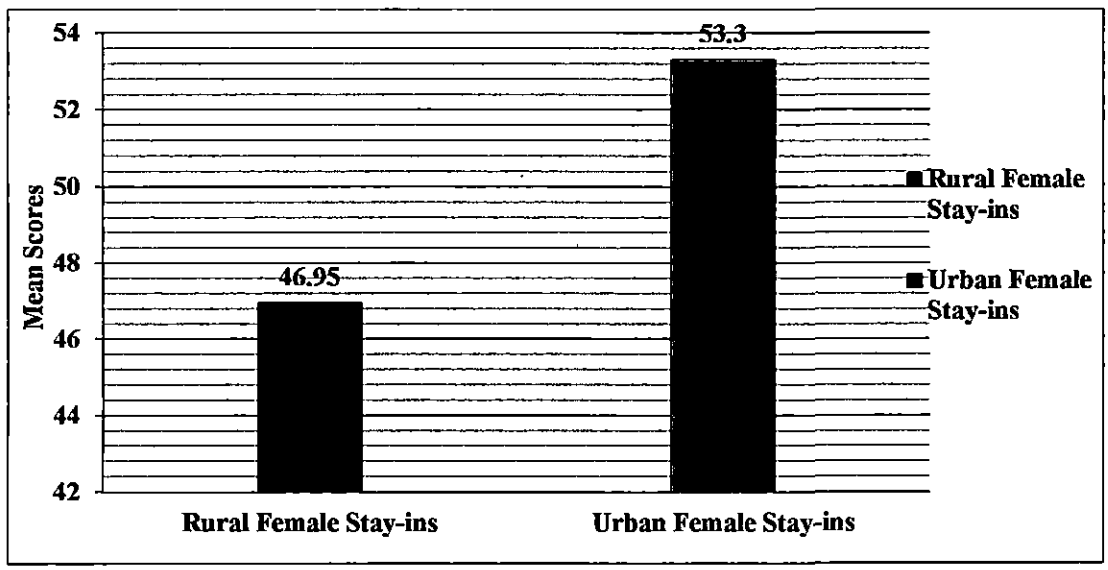


Fig.4.28 Illustrating Mean Scores of Rural Female Stay-ins and Urban Female Stay-ins on the Variable of SES

4.4 Factual Information about the Infrastructure and its Related Aspects among Rural and Urban Schools:

In order to study the infrastructure available in the primary schools of poonch district, the investigator visited the 110 schools as the sample of the study and gathered information from the principle or in charges of the schools through self constructed questionnaire. The results of every item of the written questionnaire are presented in following tables. Every table is followed by graphical presentation for quick appraisal of the content.

Table 4.29

Showing Description of Area and Management of the Sample Schools

Location	Description of area	Management of Schools		
	Percentage of Total Schools	Government Schools	Private schools	Religious/ Minority schools
Rural	58.1%	73.43%	20.31%	6.25%
Urban	41.8%	34.78%	52.17%	13.04%

The data presented in the above table 4.29 indicates that out of total schools which were selected for the present study, 58.1 percent were rural schools and 41.8 percent were the urban schools. As far as the management of the schools is concerned, the table further reveals that 73.43 percent schools of rural areas were under the government control, 20.31 percent were managed by the private bodies and 6.25 percent were the religious/ minority schools. Whereas in urban areas such figures were 34.78 percent, 52.17 percent and 13.04 percent for the government, private and religious/ minority schools respectively.

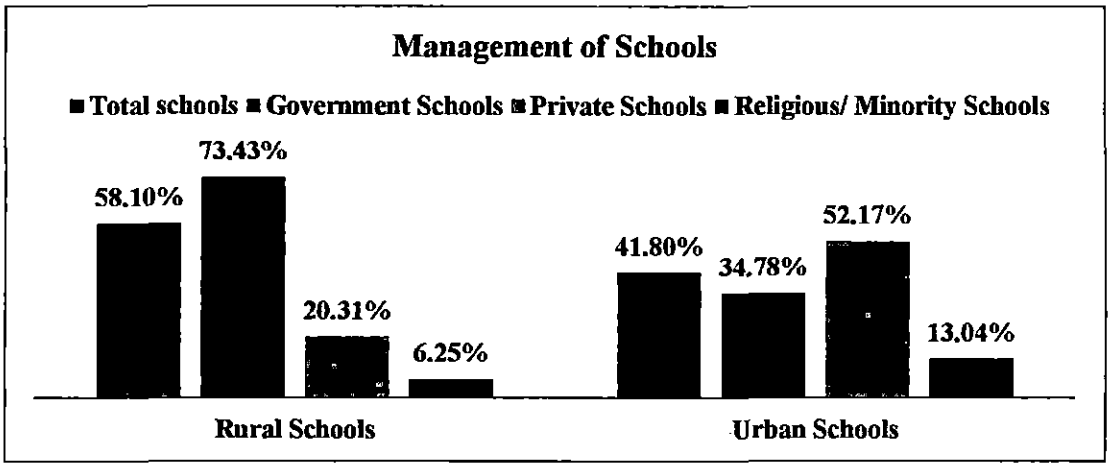


Fig 4.29 Illustrating Percentage of the Management of the Schools in Rural and Urban Schools

Table 4.30

Showing types of Building of the Schools

Location	Kaccha	Pucca
Rural Schools	2.17%	97.82%
Urban schools	12.5%	87.5%

Table 4.30 reveals that 2.17 percent of rural schools and 12.5 percent of urban schools were having kachha buildings. Another great majority 97.82 percent of rural schools and 87.5 percent of urban schools were built up of pucca buildings. It is very difficult for the children to study in these kacchha schools because these buildings are generally less durable and can hardly be used in extreme climatic conditions. Attractive and safe building is the basic requirement for any school as it leaves the first impression on the attitude and behavior of the children who develop upto their capacity in an conducive environment.

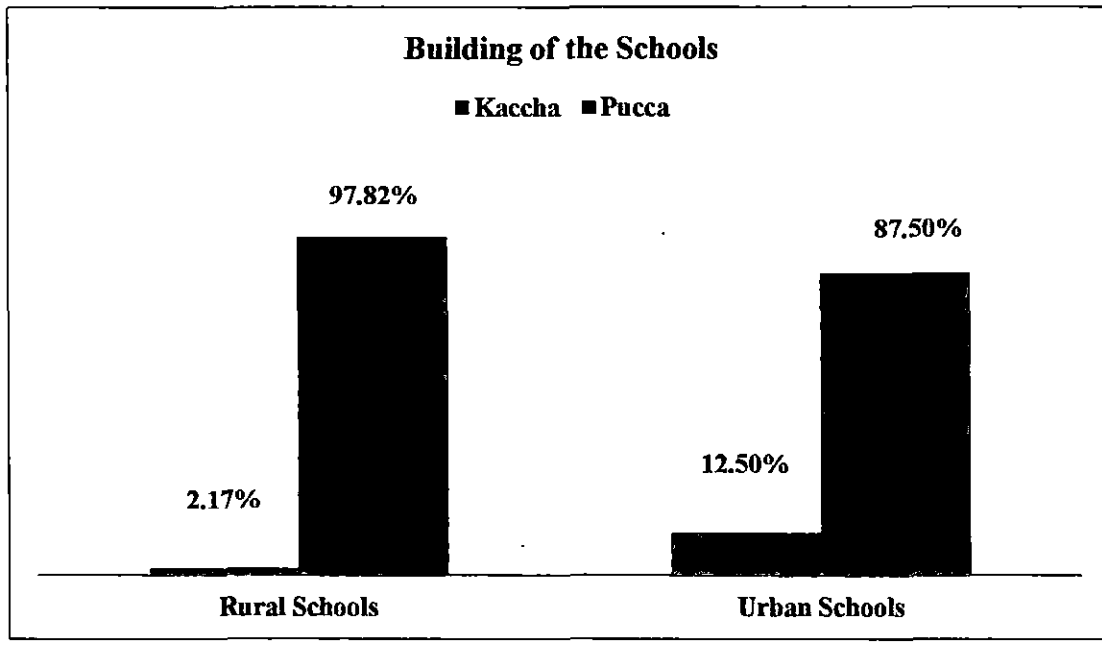


Fig 4.30 Illustrating Percentage of Kachha and Pacca Buildings in Rural and Urban Schools

Table 4.31.

Showing Availability of Rooms in Rural and Urban Schools

Area	One Room	Two Rooms	Three Rooms	Four and above
Rural	6.25%	14.06%	32.81%	46.87%
Urban	4.34%	8.69%	10.86%	76.07%

It is evident from the table 4.31 that 6.25 percent of rural schools and 4.34 percent of urban schools had only one room. The percentages of schools with two rooms, three rooms, four and above rooms in rural areas were 14.06 percent, 32.81 percent and 46.87 percent respectively. Whereas in urban areas such figures were 8.69 percent, 10.86 percent and 76.07 percent respectively. After the implimentation of operation blackboard scheme no primary school is expected to have less than two rooms. But the data presented above shows that about 11 percent schools are still functioning in single room. One can imagine the educational environment in such schools where the separate rooms for different classes are not available. Parents send their children to

the school but schools are not equipped with sufficient facilities to retain them. These schools due to their poor state become many time rsponsible factor in pushing out the students rather than retaining them in the school.

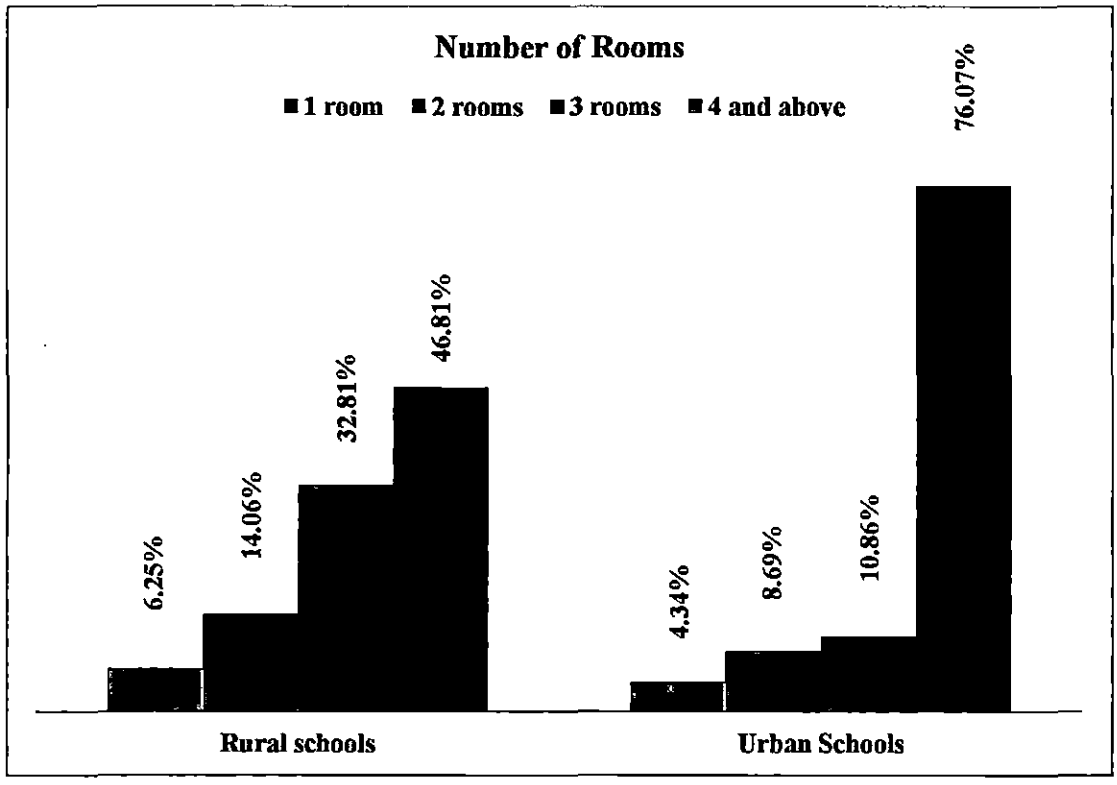


Fig. 4.31 Illustrating Percentage of Rooms Available in Rural and Urban Schools

Table 4.32

Showing the Condition of the Rooms Available in Rural and Urban Schools

Location	Need Major Repair	Need Minor Repair	Good Condition
Rural Schools	7.81%	26.56%	65.62%
Urban Schools	20.58%	6.72%	72.80%

Above table 4.32 depicts that 7.81 percent of rural schools and 20.58 percent of urban schools reported the poor condition of their rooms which were in need of major repair. It is amazing to note that in rural schools least percentage of rooms with major repaire was found, while in urban areas it was relatively high. Further, 26.56 percent

schools of rural areas and 6.72 percent schools of urban areas were having the rooms which needed minor repaire. The table further reveals that more than half (65.62 percent) of rural schools and a great majority (72.80 percent) of urban schools claimed to have good condition of rooms.Thus, it can be concluded on the basis of above mentioned fact that overall condition of rooms of urban schools were better than the rural schools. So, bad condition of the schools rooms may also be a contributory factor of drop-outs.

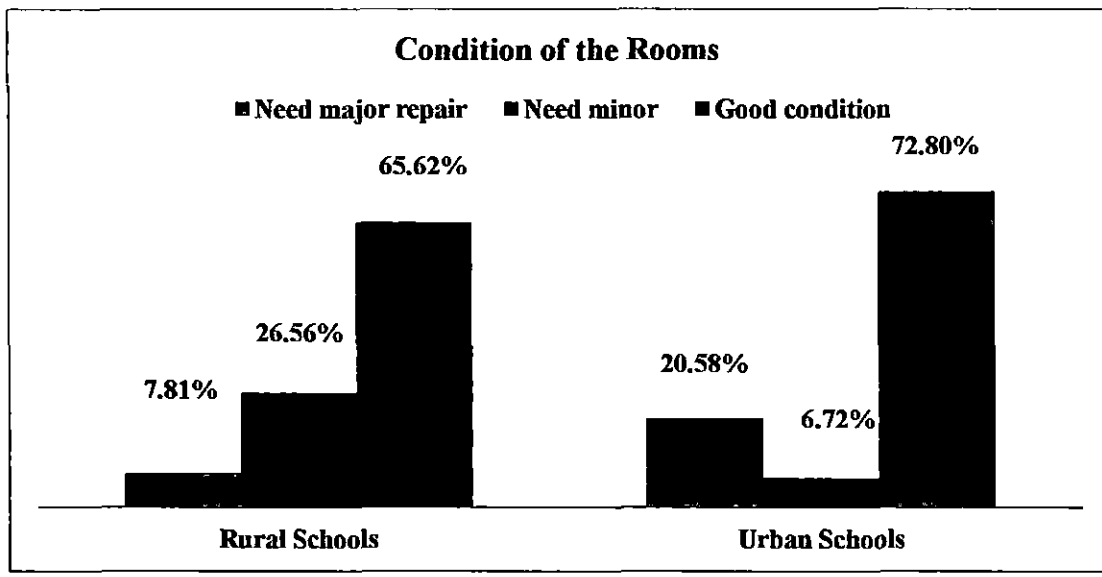


Fig 4.32 Illustrating Percentage of the Condition of the Rooms in Rural and Urban Schools

Table 4.33

Showing Seating Facilities for the Children in Rural and Urban Schools

Location	Desk/ Chairs	Mats
Rural Schools	18.75%	81.25%
Urban Schools	56.52%	43.47%

Table 4.33 depicts that only 18.75 percent of rural schools and more than half (56.52 percent) of urban schools had proper facility of sitting arrangement on the wooden bench (desk) or chairs. However, a large majority 81.25 percent of rural schools and about less than half (43.47 percent) of urban schools did not have proper sitting

arrangement for the students, they used to sit on the mats or bare floor. It shows the sorry state of the infrastructure available in both rural and urban schools of Poonch district. It is very difficult for the students to sit on the mats for hours and pay attention to the learning tasks. Thus, insufficient or poor sitting facilities may lead to lack of interest, motivation and the desire to study. Finally, there is every possibility to develop a feeling of disenchantment with the school. This might be a contributory factor leading to drop-out phenomenon.

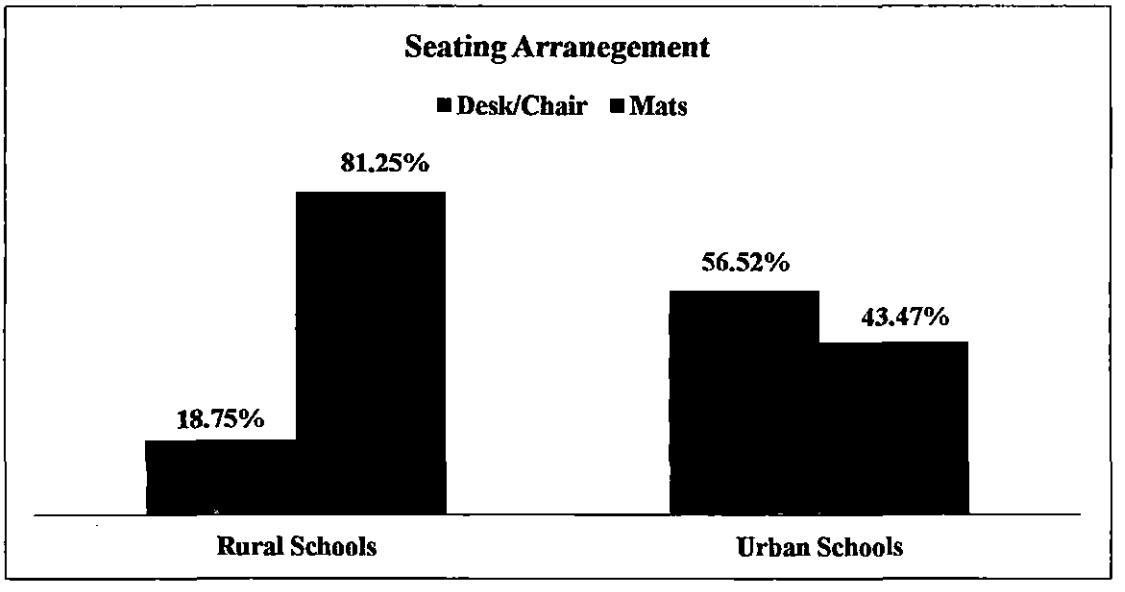


Fig.4.33 Illustrating Percentage of Seating Facilities for Children in Rural and Urban Schools

Table 4.34

Showing Teacher-Pupil Ratio in Rural and Urban Schools

Locations	No. of Student	No. of Teachers	Teacher-Pupil Ratio
Rural Schools	5492	384	1:14
Urban Schools	8314	523	1:15

Table 4.34 depicts that an average teacher-pupil ratio for rural schools was found to be 1:14. This ratio is slightly less as compared to the urban schools which was 1:15. It is evident from the obtained teacher-pupil ratio that appropriate number of teachers were available among the sample schools to teach the students. Thus, lack of teachers or high pupil-teacher ratio is not an issue in the schools of Poonch district. Rather it is

a positive sign to have this ratio which may not be available in many parts of our country.

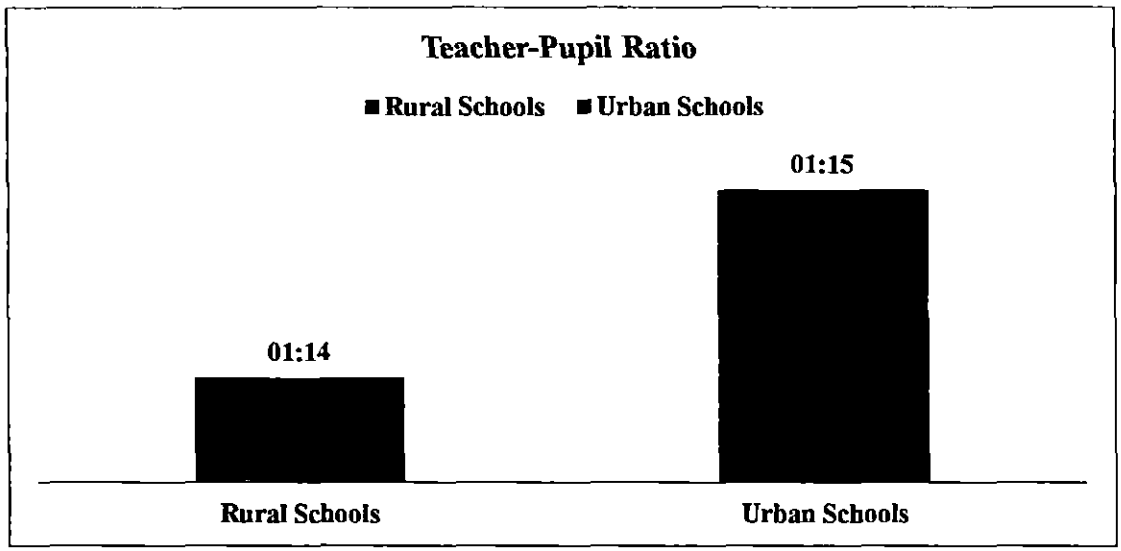


Fig.3.34 Illustrating Teacher-Pupil Ratio in Rural and Urban Schools

Table 4.35

Showing the Professional Status of the Teaching Staff in Rural and Urban Schools

Location	Trained	Un-trained
Rural Schools	62.5%	37.5%
Urban Schools	71.73%	28.26%

As far as the professional status of the teachers is concerned, the above table 4.35 indicates that more than half (62.5 percent) of rural school teachers and a large majority i.e.71.73 percent of urban school teachers were professionally trained. Moreover, the percentage of un-trained teachers in rural schools was found to be 37.5 percent, which is greater than the percentage of un-trained teachers in urban schools i.e.28.26. Presence of near about one third untrained teachers collectively in both rural and urban schools is not a good sign for quality education. Theoretical knowledge about the individual students and teaching learning process as well as the practical training for developing needed skills to handle the young children is highly essential. Many times untrained teachers fail to understand the student's personality and deal

with them is such a manner which distracts them from study. There is every possibility of such students to become potential drop-outs in coming future.

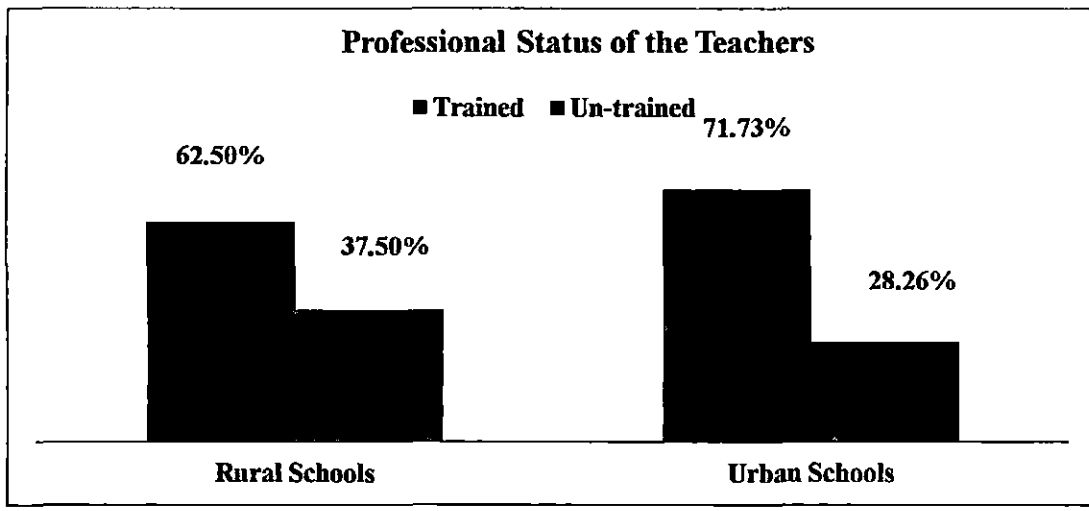


Fig 4.35 Illustrating Percentage of Professional Status of the Teaching Staff in Rural and Urban Schools

Table 4.36

Showing the Nature of the Job of Teachers

Location	Permanent	Temporary
Rural Schools	79.68%	20.31%
Urban Schools	47.82%	52.17%

A great majority (79.68 percent) of rural school teachers and about less than half, (47.82 percent) of urban school teachers were having permanent job. Another, 20.13 percent of rural school teachers and more than half 52.17 percent of urban school teachers were working as a contractual or on temporary basis. The highest percentage of temporary teachers was found in urban schools and least in the rural schools. Teacher is an important agent in primary schools whose responsibility is to shape the behavior of the growing children and modify their whole personality in a psychologically safe and secure environment. Temporary teachers are generally insecure in view of their temporary appointment. They may not provide conducive environment for the children. Thus, indifferent attitude of teachers also poses many

problems for students which might be the cause of dropping out of the students from the school.

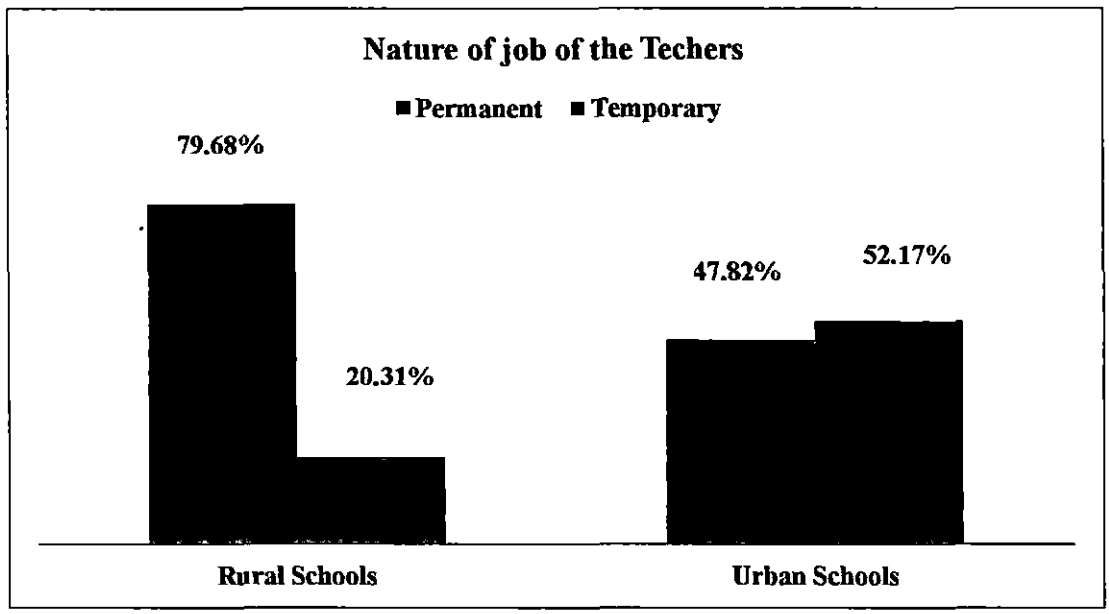


Fig.4.36 Illustrating Percentage of Nature of job of the Teachers in Rural and Urban Schools

Table 4.37

Showing Medium of Instruction in Rural and Urban Schools

Location	English	Urdu	Hindi
Rural Schools	85.93%	14.06%	02%
Urban Schools	82.60%	13.04%	4 %

Table 4.37 describes the comparison of rural and urban schools on the basis of medium of instruction. Large majority i.e. 85.93 percent of rural schools and 82.60 percent of urban schools were English medium. Further, 14.06 percent of rural schools and 13.04 percent of urban schools were Urdu medium schools. About 02 percent of rural schools and 04 percent of urban schools were Hindi medium. It is interesting to note that among all the schools selected as the sample of the study, the English medium schools were the highest. In spite of it the study reported high drop-out rate at primary education level. It clearly indicates the pathetic condition of primary education in Poonch district of Jammu and Kashmir.

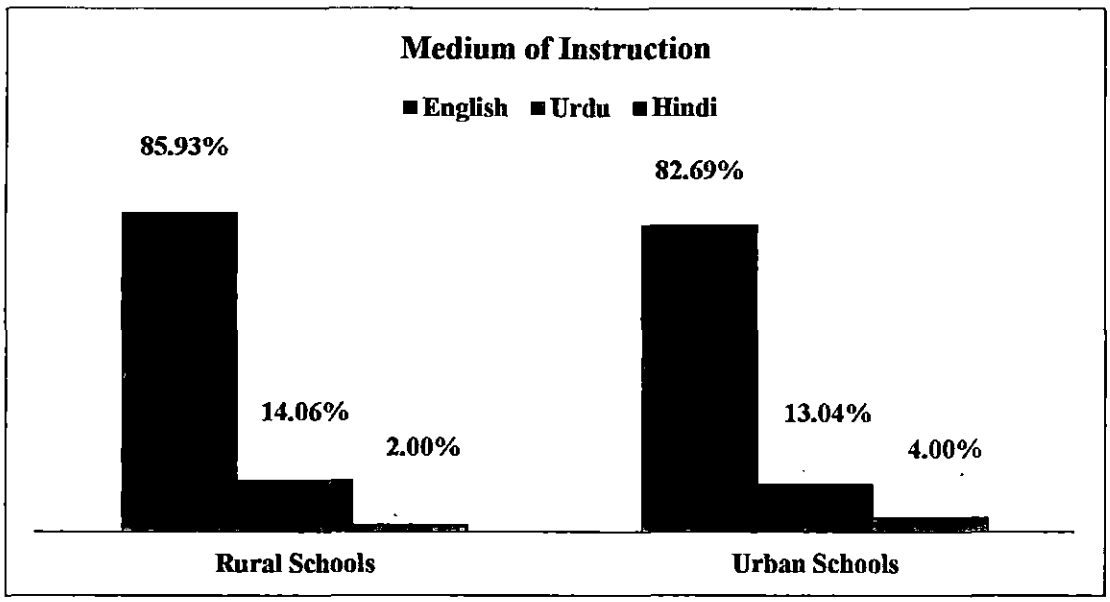


Fig. 4.37 Illustrating Percentage of Medium of Instruction in Rural and Urban Schools

Table 4.38

Showing Laboratory and Library Facilities in Rural and Urban Schools

Location	Laboratory		Library		Computer lab.	
	Lab. Equipped Schools	Without lab equipment	Schools with Library	With-out Library	Schools with computer lab.	With-out Computer lab.
Rural Schools	7.81%	92.18%	28.12%	87.5%	12.5%	87.5%
Urban Schools	30.43%	69.56%	39.13%	60.86%	39.13%	60.86%

Table 4.38 indicates that there were only 7.81 percent rural schools and 30.43 percent of urban schools with laboratory facility. Another large majority 92.18 percent of rural schools and about more than half 69.56 percent of urban schools were running without laboratory equipments. As far as the library facility is concerned, only 28.12 percent of rural schools and 39.13 percent of urban schools were claimed to have good library facilities. But a large majority 87.5 percent of rural schools and more than half 60.86 percent of urban schools were found without this facility. Furthermore, 12.5 percent of rural schools and 39.13 percent of urban schools reported to have computer lab; while 87.5 percent rural schools and 60.86 percent of

urban schools were found with-out computer lab. Library and laboratory are very important part of the infrastructure needed for enriching the students' knowledge in their chosen areas. These facilities in the schools may develop self study habit and sense of creativity among the children. In absence of such facilities child's learning may be ineffective.

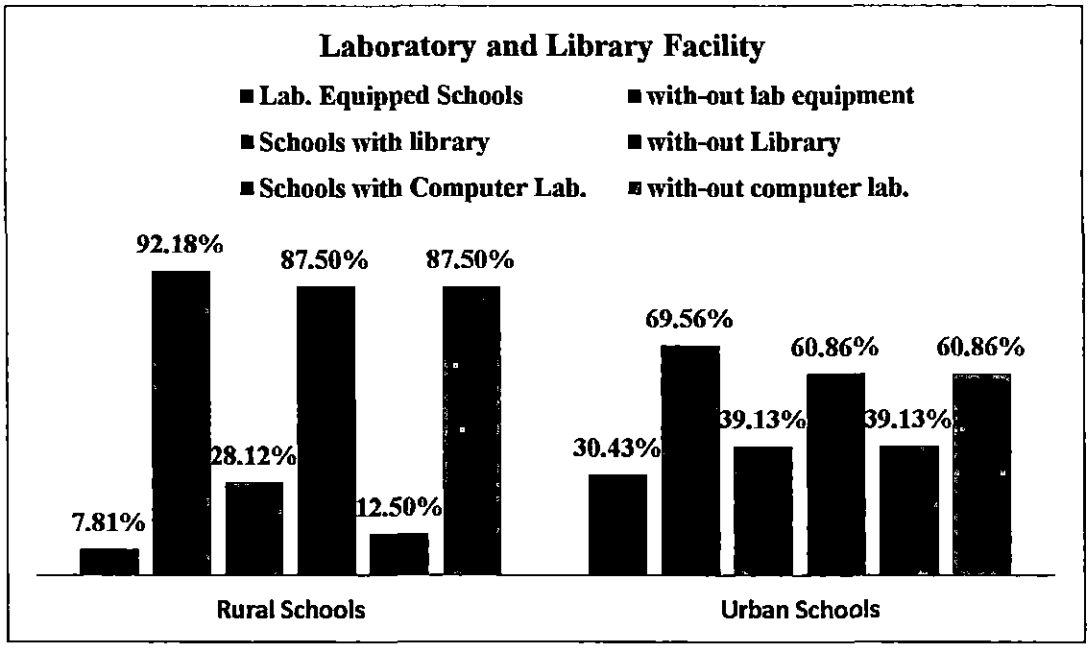


Fig.4.38 Illustrating Percentage of Laboratory and Library Facilities in the Rural and Urban Schools

Table 4.39

Showing Computer Education Facility in Rural and Urban Schools

Location	Computer Education		Type of Computer Education		
	Present	Not Present	Theoretical		Both Theoretical & Practical
Rural Schools	17.18%	82.81%		4.68%	23.43%
Urban Schools	41.30%	58.69%		6.52%	8.69%

Table 4.39 depicts that a small minority 17.18 percent of rural schools and less than half 41.30 percent of urban schools claimed to have the provision of computer education. While a large majority 82.81 percent of rural schools and more than half

58.69 percent of urban schools did not have the provision of such kind of facility. As far as the type of computer education is concerned, only 4.68 percent of rural schools and 6.52 percent of urban schools were found where only theoretical education was provided to the students. But 23.43 percent of rural schools and 8.69 percent of urban schools were found where both practical and theoretical education was provided. Computer teaching plays a key role in the modern system of education. But unfortunately a large of majority of rural and urban schools did not have such kind of modern system in the schools. Such facilities if available in the school not only provide the knowledge and skill of computer learning but help in strengthing the bond between students and the school as the students now a days are more inclined to lean the technology. This strong bond helps the students to retain in the school.

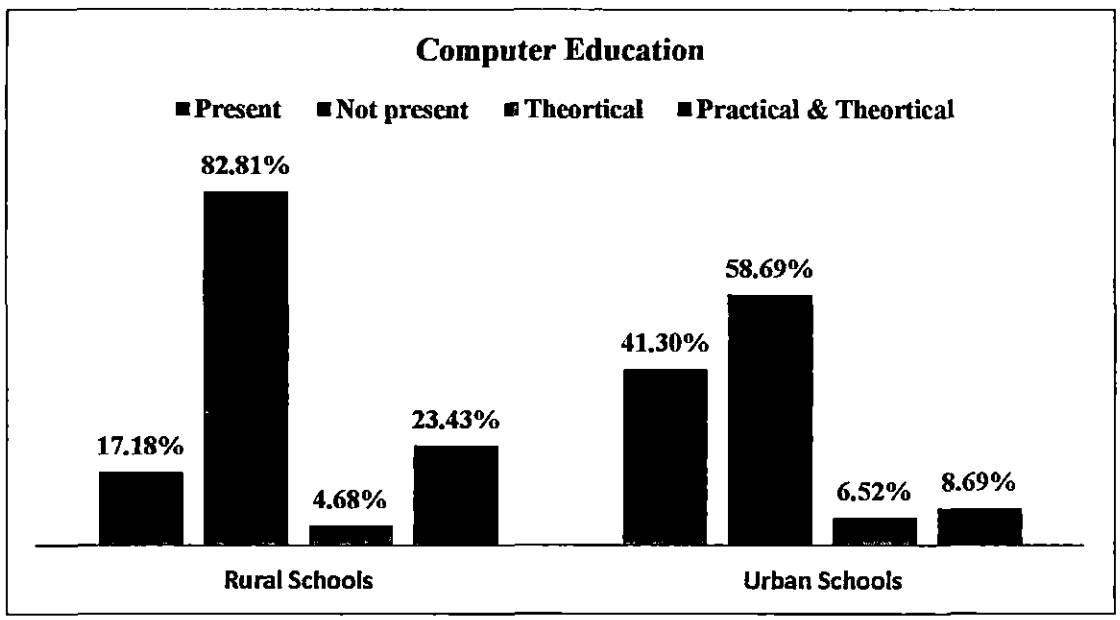


Fig.4.39 Illustrating Percentage of Computer Education Facilities in Rural and Urban Schools

Table 4.40

Showing Mid- day Meal Scheme Facility in Rural and Urban Schools

Location	Schools with Mid-Meal Scheme	With- out Mid-day Meal Scheme
Rural Schools	84.37%	15.62%
Urban Schools	43.47%	56.52%

The data presented in the table 4.40 shows that 84.37 percent of rural schools and less than half 43.47 percent of urban schools were having the provision of mid-day meal. But unfortunately 15.62 percent of rural schools and more than half 56.52 percent of urban schools did not have the provision of such facility. Mid-day meal is an important scheme launched by the government for enhancing the enrollment, retention and attendance of the children in schools apart from improving their nutritional level. It works as an essential reinforcement for the poor parents to send their children in the school and ensure their retention till they complete primary education. The scheme has proved to be successful in increasing the enrolment figures and retention of the students in the schools. Absence of such scheme may lead to poor attendance which in later stages leads to drop-out of the students from the school.

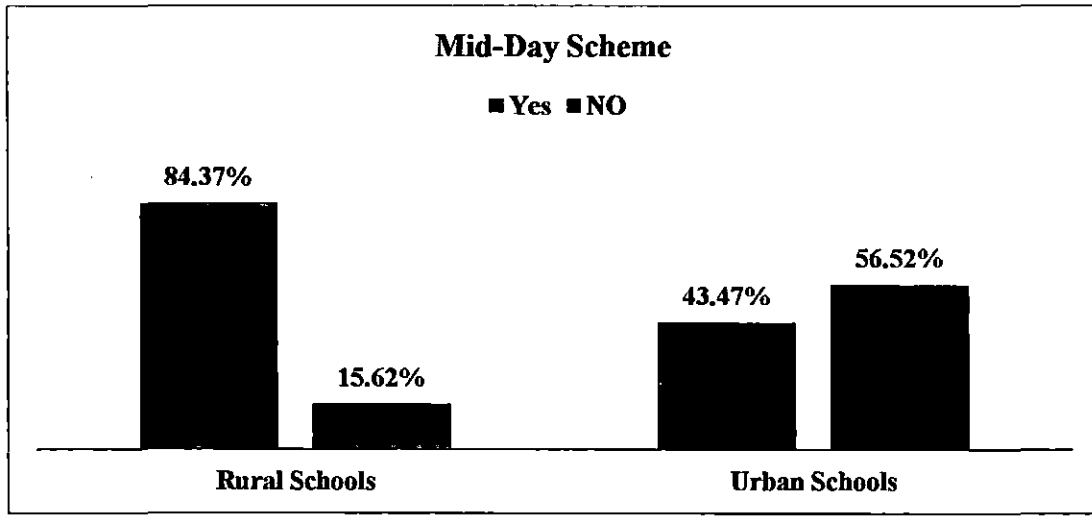


Fig.4.40 Illustrating Percentage of Mid-day Meal Scheme in Rural and Urban Schools

Table 4.41

Showing Medical Checkup Facilities in Rural and Urban Schools

Location	Yes	No
Rural Schools	50%	50%
Urban Schools	67.39%	32.60%

It is evident from the above table 4.41 that 50 percent of rural schools and 67.39 percent of urban schools claimed to have the medical checkup facilities. However, 50

percent of rural schools and 32.60 percent of urban schools did not have the medical checkup facility at all. Medical checkup is very important for the students because health and education are inseparable. Pupil's health affects not only their cognitive performance in the school, but also their ability to attend and stay in school over the year.

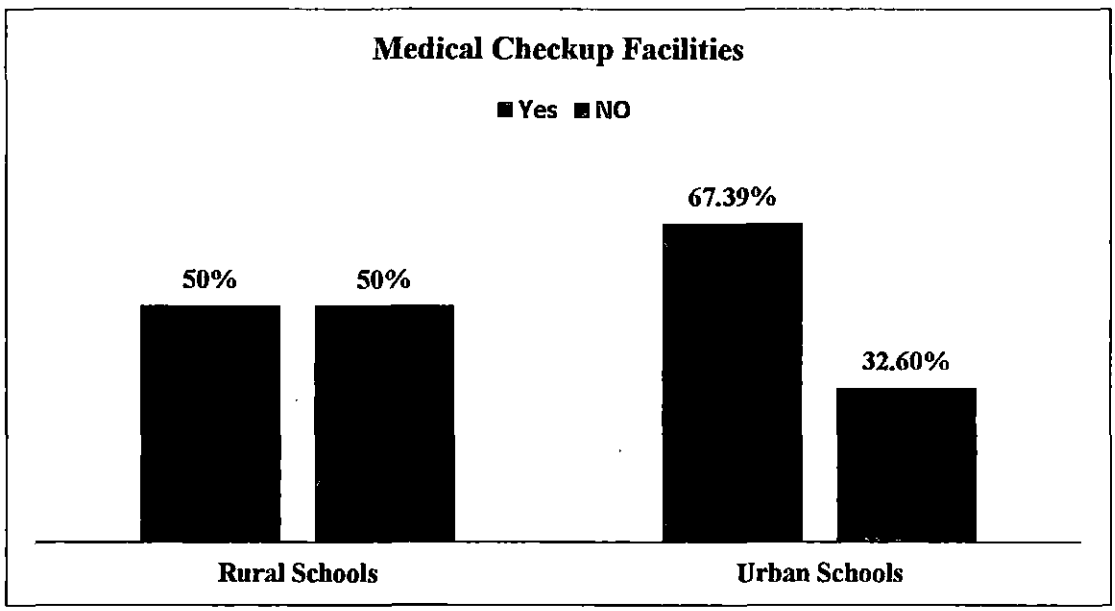


Fig. 4.41 Illustrating Percentage of Medical Checkup Facilities in Rural and Urban Schools

Table 4.42

Showing Free Uniform Distribution Provision in Rural and Urban Schools

Location	Yes	No
Rural Schools	1.56%	98.43%
Urban Schools	13.04%	86.95%

The table 4.42 depicts that hardly only 1.56 percent of rural schools and a small minority 13.04 percent of urban schools claimed to have the provision of free uniform distribution. While a large majority 98.43 percent of rural schools and 86.95 percent of urban schools did not have such provision. Poor parents and their wards can be motivated for further education by providing such facility. But it is disheartening to note that a large majority of schools did not have the provision of

such facility. Many poor parents find it difficult to bear this additional expenditure on education of their children. At many occasions it becomes the causal factors of drop-out.

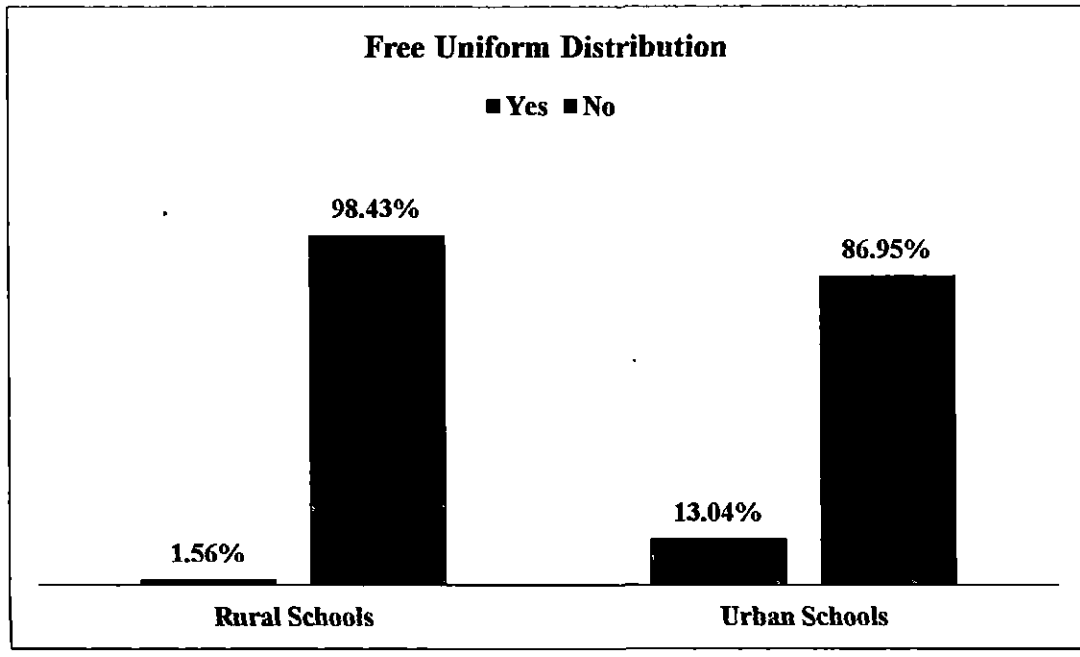


Fig. 4.42 Illustrating Percentage of Free Uniform Distribution Scheme in Rural and Urban Schools

Table 4.43

Showing Provision of Scholarship / Financial Assistance Scheme in Rural and Urban Schools

Location	Scholarship for All Students	All Needy	Few most Needy
Rural Schools	81.25%	1.56%	17.18%
Urban Schools	43.47%	6.52%	50%

Table 4.43 reveals that 81.25 percent of rural schools and less than half about 43.47 percent of urban schools claimed to have the provision of scholarship for all students. While another 1.56 percent of rural schools and 6.52 percent of urban schools were found where scholarship was provided to all needy. The table further revealed that a small minority 17.18 percent of rural schools and about 50 percent of urban schools claimed to have the provision of scholarship only for few most

needy pupils. It can be concluded on the basis of above results that scholarship is not a major problem particularly in rural schools but urban schools need to concentrate to provide scholarship to all the students particularly at primary stage of education.

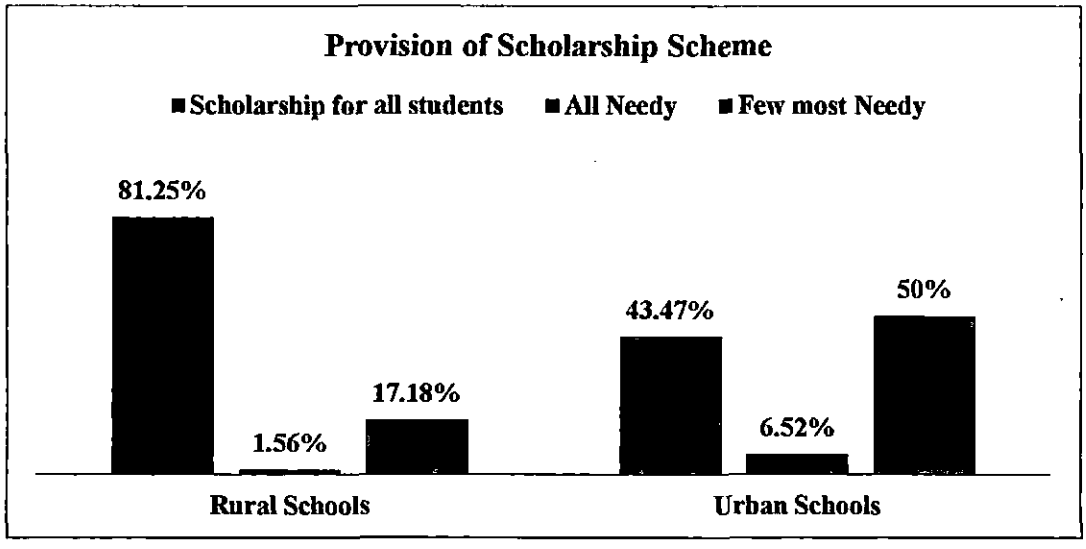


Fig.4.43 Illustrating Percentage of the Provision of Scholarship Scheme in Rural and Urban Schools

Table 4.44

Showing Guidance and Counseling Facilities in Rural and Urban Schools

Location	Yes	No
Rural Schools	17.18%	82.81%
Urban Schools	13.04%	26.08%

It is evident from above table 4.44 about 30 percent rural and urban schools have the guidance and counseling facilities for the students. While a large majority 82.81 percent of rural schools and 26.08 percent of urban schools did not have any guidance and counseling cell. Guidance and counseling is highly essential for primary school students, because an individual's ability, interest, aptitude are better tapped at the initial stages of life. A child can be motivated for further education by eradicating his/her educational, personal, social, mental, and emotional and other similar

problems through proper guidance and counseling programme. Guidance programme is equally helpful for the illiterate parents who are not in a position to help their children. But unfortunately majority of schools do not have such facility. Sometimes a little guidance can make a difference between stay-in and drop-out.

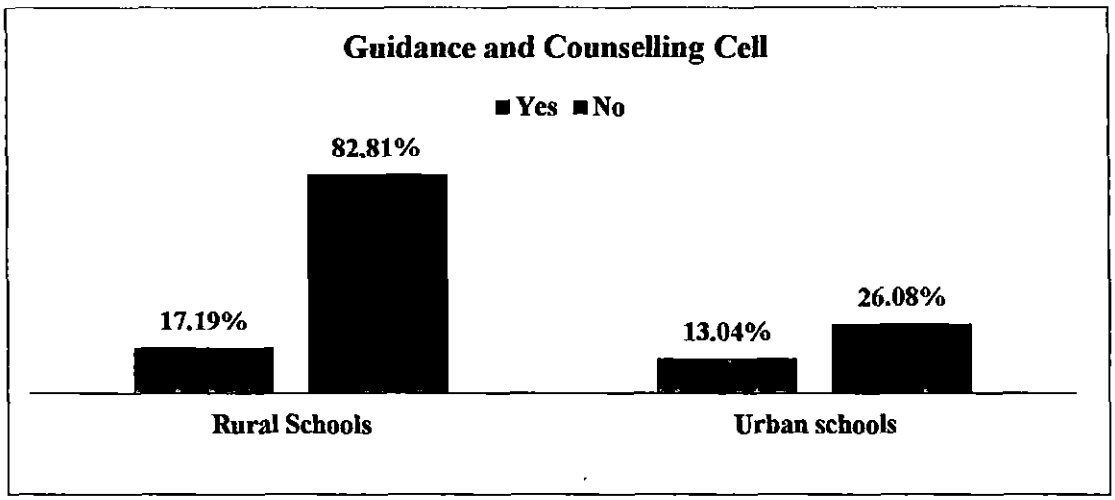


Fig. 4.44 Illustrating Percentage of Guidance and Counseling Facility in Rural and Urban Schools

Table 4.45

Showing Inter School Contest as well as Competitions in Rural and Urban Schools

Location	Yes	No
Rural Schools	68.75%	31.25%
Urban Schools	73.91%	26.08%

The above table 4.45 depicts that 68.75 percent of rural schools and 73.91 percent of urban schools reported that they have the provision of regularly participating in inter school contest as well as competitions. Another 31.25 percent rural schools and 26.08 percent urban schools did not have the provision to participate in such type of competition. Inter-school contests and competitions not only enhance the competitive spirit among the children but also help them to learn socialization skills and method of living. But small minority of selected schools do not participate in inter schools contest as well as competition.

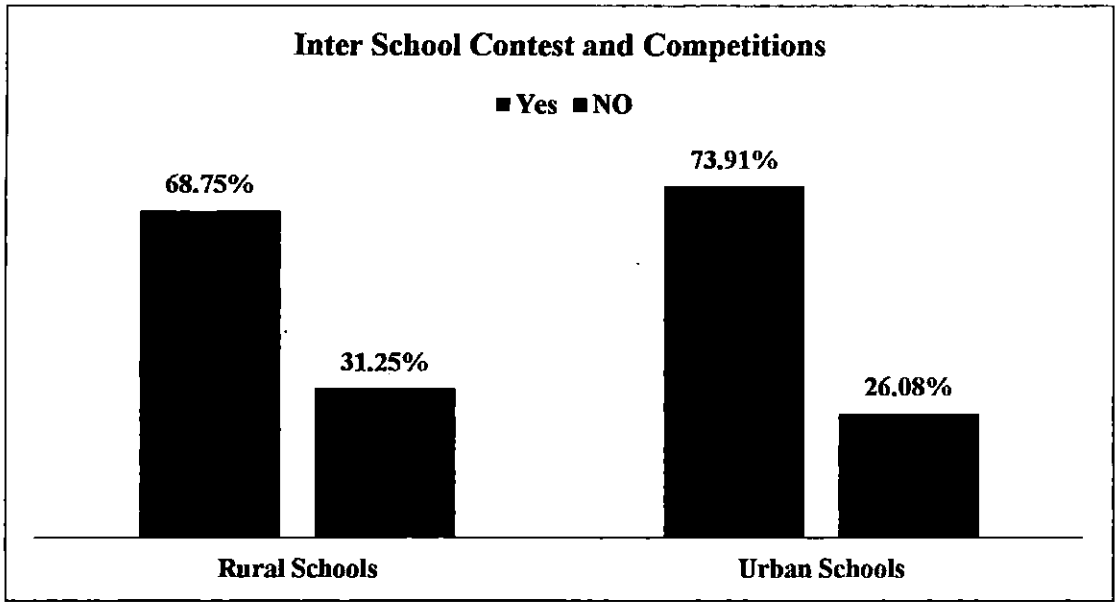


Fig. 4.45 Illustrating Percentage of Inter-School Contest as well as Competition in Rural and Urban Schools

Table 4.46

Showing Attendance Rules for Children in Rural and Urban Schools

Location	Very Strict	Very Flexible
Rural Schools	48.43%	51.56%
Urban Schools	50.%	50%

As far as schools' rules for attendance are concerned above table 4.46 reveals that 48.43 percent of rural schools and 50 percent of urban schools were having very strict rules for attendance, but another 51.56 percent of rural schools and 50 percent of urban schools claimed to have very flexible rules for attendance of students.

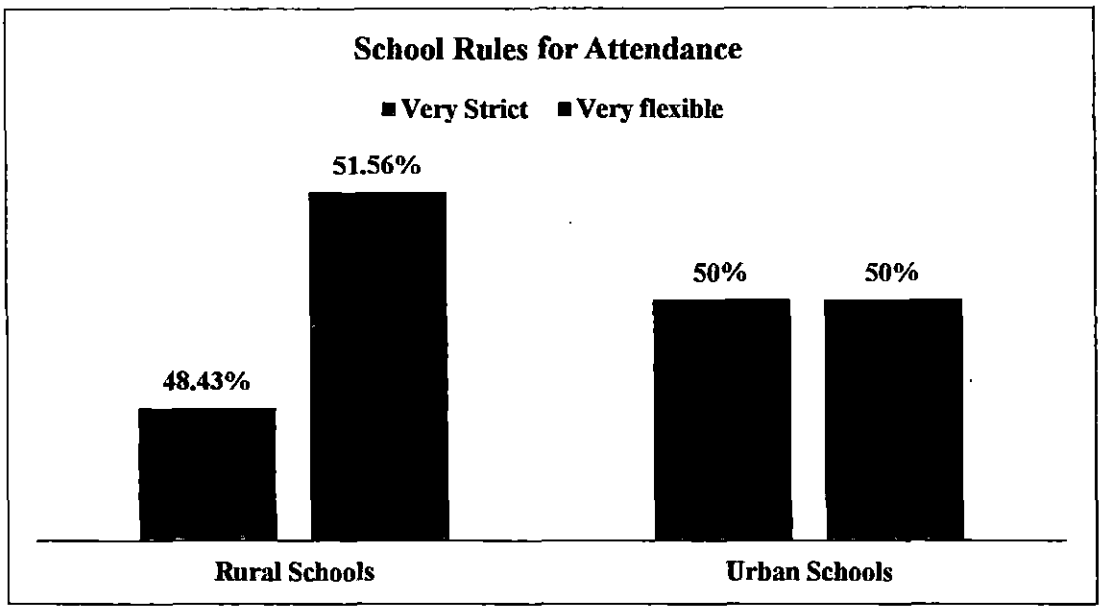


Fig 4.46 Illustrating Attendance Rules for Children in Rural and Urban Schools

Table 4.47

Showing Execution of Non- Detention Policy in Rural and Urban Schools

Location	Yes	No	Not aware
Rural Schools	59.37%	23.43%	17.18%
Urban Schools	82.60%	10.86%	6.52%

The data presented in the above table 4.47 indicates that about more than half 59.37 percent of rural schools and large majority 82.60 percent of urban schools were found where Non-detention policy was properly implemented. While another 23.43 percent of rural schools and a small minority 10.86 percent of urban schools were found where such policy was not implemented. It is disheartening to note that 17.18 percent of rural schools and only 6.52 percent of urban schools did not aware about this policy. It is an incentive to keep the student in the school even if his/her performance is poor.

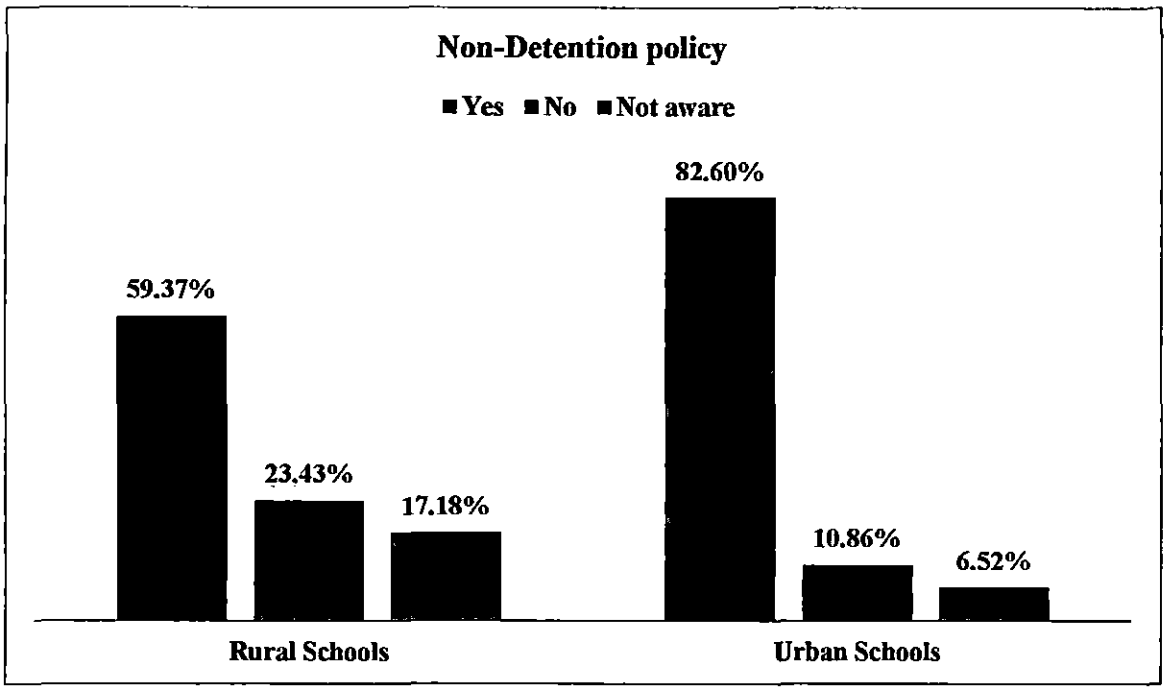


Fig.4.47 Illustrating Provision of Non-Detention Policy in Rural and Urban Schools

Table 4.48

Showing Parent-Teacher Meeting in Rural and Urban Schools

Location	Monthly Meeting	Quarterly	Half yearly	Annually
Rural Schools	62.5%	21.87%	12.5%	1.56%
Urban Schools	36.95%	30.43%	28.26%	4.34%

Table 4.48 shows that 62.5 percent of rural schools and 36.95 percent of urban schools claimed to have the provision of monthly parents' teacher meeting. While Another 21.87 percent of rural schools and 30.43 percent of urban schools reported to have the provision of quarterly parent teacher meeting. 12.5 percent of rural schools and 28.26 percent of urban schools had the provision of half yearly meeting. However, A small minority 1.56 percent of rural schools and only 4.34 percent of urban schools claimed annually provision of such meetings. It can be said that importance of parent teacher meeting is well understood by the schools selected as the sample for the study.

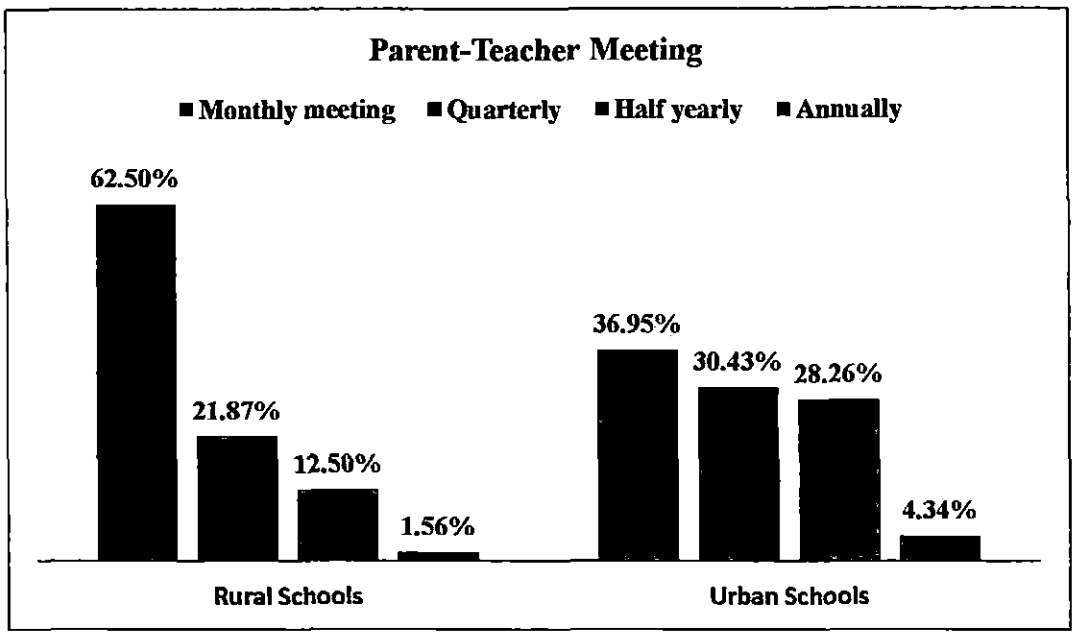


Fig.4.48 Illustrating Percentage of Parent Teacher Meeting in Rural and Urban Schools

Table 4.49

Showing Co-Curricular Activities in Rural and Urban Schools

Location	Regularly	Occasional race
Rural Schools	84.37%	15.62%
Urban Schools	91.30%	8.69%

The data presented in the above table 4.49 reveals that majority of rural schools (84.37 percent) and a large majority i.e. (91.30 percent) of urban schools reported to have the provision of regular co-curricular activities in the schools. Another 15.62 percent of rural schools and only 8.69 percent of urban schools were also found where co-curricular activities were occasionally organized. It can be interpreted on the basis of above results that provision of co-curricular activities was not a problem both for rural and urban schools because each and every school has the provision of such activities whether regularly or occasionally.

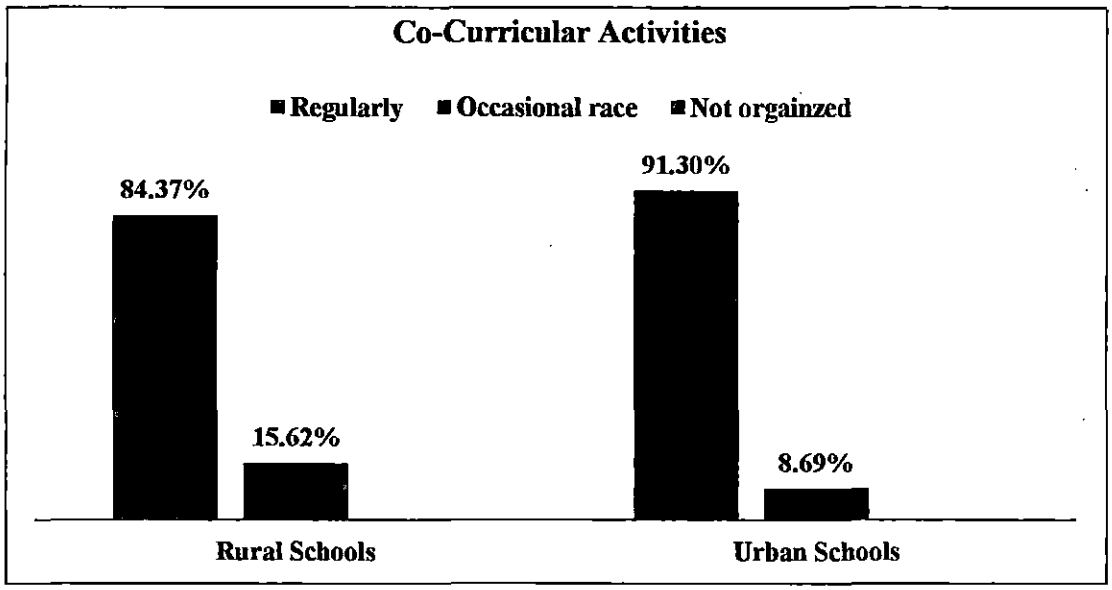


Fig.4.49 Illustrating Percentage of Co-curricular Activities in Rural and Urban Schools

Table 4.50

Showing Strategies for Maintaining Discipline in Rural and Urban Schools

Location	Solving the Problem	Punishing the Students	Informing the Parents	All
Rural schools	91.75%	3.12%	2.12%	3.12%
Urban Schools	86.95%	1.13%	2.17%	10.86%

The data presented in the above table 4.50 indicates that large majority 91.75 percent of rural schools and 86.95 percent urban schools claimed that they solved the problems of the students as a strategy to tackle indiscipline. Another 3.12 percent rural schools and only 1.13 percent urban schools reported that they used corporal punishment in order to maintain the discipline of the schools. 2.12 percent of rural schools and 2.12 percent of urban schools were found where teachers informed the parents about the student. The table also indicates that 3.12 percent of rural schools and 10.68 percent of urban schools claimed to use all the above strategies for maintaining the discipline in the schools. It can be interpreted on the basis of above

results that a small minority of schools both at rural and urban areas still using corporal punishment. Corporal punishment is illegal and un-psychological, because it may create some psychological problems among the students. It is very difficult for the students to be attentive in the class-room and get benefit from teaching after receiving the corporal punishment. Therefore, due to the fear of punishment the students may leave the school without completing the final grade.

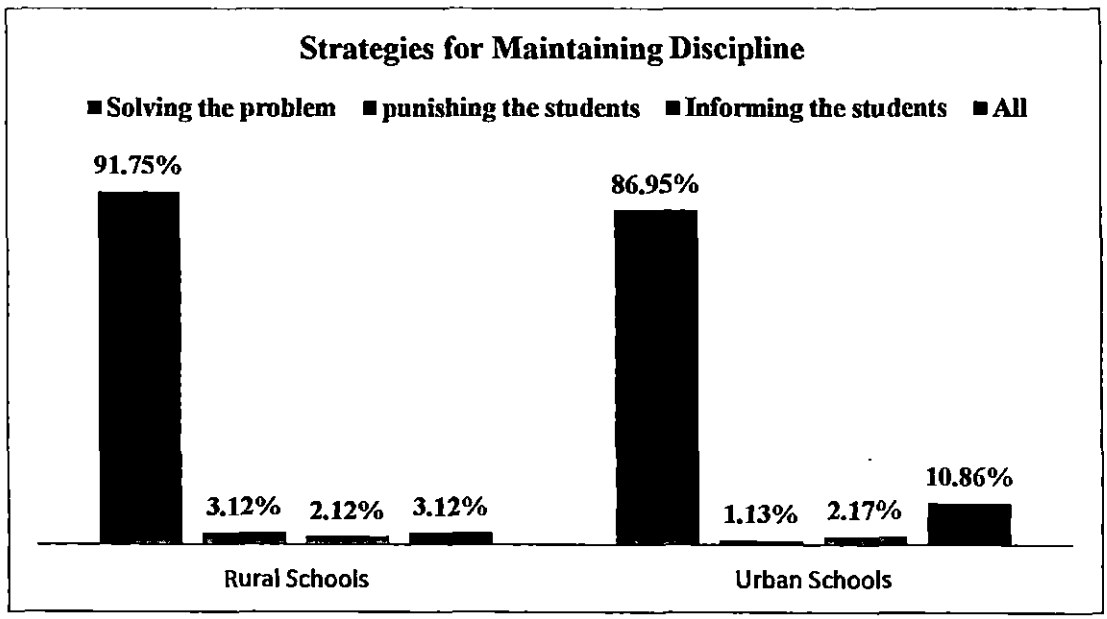


Fig.4.50 Illustrating Strategies for Maintaining Discipline in Rural and Urban Schools

Chapter - 5

Findings and Their Implications

Chapter-5

FINDINGS AND THEIR IMPLICATIONS

In order to achieve the research objectives of the study, the researcher applied cohort method to calculate the drop-out rates at primary school level in Poonch district. In order to measure the socio-economic status of drop-outs and stay-ins, the researcher used a standardized test of SES. The said test was administered on stay-ins population during the working hours in the schools. However, every individual drop-out was traced by the researcher with the help of the addresses collected from the school records for the purpose of administering the SES test. Moreover, a questionnaire based on factual information about the schools was also administered on the Headmaster/ Principal of sample schools. Collected data was analyzed with the help of appropriate statistical techniques and the results were interpreted accordingly. This chapter presents the research findings in a systematic manner that has emerged as a result of this investigation. The findings have been listed along with significant quantitative information. For the convenience of understanding, the findings of present investigation have been presented in three broad categories. These categories are:

5.1 Findings related to Drop-out rates

5.2 Findings related to Socio-economic status of drop-outs and Stay-ins.

5.3 Findings related to Infrastructure and its related aspects among rural and urban schools.

The present chapter also deals with the educational implications and research implications of the study.

5.1 Findings Related to Drop-out Rates:

5.1.1 Total Sample Schools

- The overall drop-out rate at primary stage of education among all the selected schools was found to be 25.26 percent. The study also revealed that the proportion of drop-out rate for male was higher than female i.e. 30.70 percent and 27.26 percent respectively.

- Highest drop-out rate was observed in class-IInd and lowest drop-out rate was noticed in class-V i.e. 12.64 percent and 4.81 percent respectively.

5.1.2 Drop-out Rate in Rural Schools (Total sample, Gender wise, Class-wise)

- The overall drop-out rate at primary level in rural schools was found to be 39.26 percent.
- The findings also revealed higher drop-out rate for male as compared to the female i.e. 43.52 percent and 33.83 percent respectively in rural primary schools.
- Highest drop-out rate was found in class-11nd being 16.46 percent and lowest in class-1Vbeing 6.85 percent in rural primary schools of the Poonch district.

5.1.3 Drop-out Rate in Urban Schools: (Total sample, Gender wise, Class-wise)

- The drop-out rate in urban primary schools was observed to be 20.28 percent. However, the proportion of drop-out rate for female was comparatively higher than the male i.e. 20.89 percent and 18.96 percent respectively in urban primary schools of Poonch district.
- Highest drop-out rate appeared in class-IInd and lowest in class-V i.e. 9.01 percent and 2.56 percent respectively in urban primary schools.

5.1.4 Drop-out Rate in Government Schools (Total Sample, Gender wise, Class wise)

- The drop-out rate of government schools was calculated to be 42.40 percent. The study also revealed that the proportion of drop-out rates for male was significantly higher than female i.e. 58.16 percent and 40.35 percent respectively.
- Highest drop-out rate was observed in class-IInd and lowest in class-V i.e. 20.54 percent and 5.49 percent respectively, among the students in government schools of Poonch district.

5.1.5 Drop-out Rate in Private Schools (Total Sample, Gender wise, Class wise)

- The overall drop-out rate of the students in private schools was estimated to be 19.03 percent. The study revealed higher drop-out rate for male as compared to female i.e. 19.07 percent and 18.97 percent respectively.
- Highest drop-out rate was found in class-IInd being (7.33 percent) and lowest in class-IV being (3.44 percent) in private schools of Poonch district.

5.2 Findings Related to Socio-Economic Status of Drop-outs and Stay-ins:

5.2.1 Drop-outs and Stay-ins in Different SES Groups

- As far the socio-economic status of drop-outs and stay-ins is concerned, the study revealed that only one percent (0.66 percent) drop-outs were from high SES background as against 6 percent stay-ins. Small minority i.e.10 percent drop-outs belonged to middle SES group, whereas the percentage of stay-ins in this category was about four times higher i.e. 40 percent. It is also found that a great majority i.e. 89.3 percent drop-outs were from low SES background as compared to 54 percent in case of stay-ins. Thus, it is evident that majority of students who dropped-out from the schools before completing primary stage of education belonged to low socio economic background.

5.2.2 SES of Drop-outs and Stay-ins for Total Sample

- A Significant difference was noticed between the drop-outs and stay-ins on the measure of socio economic status. The mean value of SES for stay-ins was found to be 48.38 which was greater than the mean value of drop-outs being (36.65). Thus, socio-economic of stay-ins was found better than the SES of drop-outs.

5.2.3 Male Drop-outs and Male Stay-ins

- Significant difference was found between rural drop-outs and urban drop-outs on the measure of SES. The mean value of SES for male stay-ins was found to be 47.43 which was greater than the mean value of drop-outs being (36.62). Thus, SES of male stay-ins was found better than the SES of male drop-outs.

5.2.4 Female Drop-outs and Female Stay-ins

- The findings revealed that SES of female stay-ins was comparatively better than the SES of female drop-outs. The mean value of female stay-ins was greater than the mean value of female drop-outs. The obtained 't' value (5.79) was found to be significant at 0.01 level of confidence.

5.2.5 Rural Drop-outs and Rural Stay-ins

- The study revealed that rural stay-ins belonged to comparatively better SES than the rural drop-outs. The mean value of SES for rural stay-ins was 48.20 which was greater than the mean value of rural drop-outs being (35.16). The calculated 't' value (7.15) was found to be significant at 0.01 level of confidence.

5.2.6 Urban Drop-outs and Urban Stay-ins

- Significant difference was found between urban drop-outs and urban stay-ins in regard to their SES. The mean value of SES for urban stay-ins (48.60) which was greater than the mean value of SES for urban drop-outs i.e. 39.62. The obtained 't' value (3.53) was found to be significant at 0.01 level of confidence

5.2.7 Male and Female Drop-outs (Total sample)

- The study revealed that male drop-outs and female drop-outs did not differ significantly with regard to their socio-economic status. Thus, both the compared group (male drop-outs and female drop-outs) belonged to same SES background.

5.2.8 Rural Drop-outs and Urban Drop-outs

- Significant difference was found between rural drop-outs and urban drop-outs on the measure of SES. Thus, the SES of urban drop-outs was better than the SES of rural drop-outs.

5.2.9 Rural Male and Rural Female Drop-outs

- No significant difference was noticed between rural male drop-outs and rural female drop-outs with regard to their socio-economic status. It indicates that both the compared groups came from almost same socio-economic background.

5.2.10 Urban Male and Urban Female Drop-outs

- The findings revealed that urban male drop-outs and urban female drop-outs did not differ significantly on the measure of socio-economic status.

5.2.11 Rural Male and Urban Male Drop-outs

- No significant difference was found between rural male drop-outs and urban male drop-outs with regard to the socio-economic status. Thus the study revealed that both the compared groups were from similar SES background. However, mean value of urban sample was better than the rural sample.

5.2.12 Rural Female and Urban Female Drop-outs

- A significant difference was observed between rural female drop-outs and urban female drop-outs. Thus, urban female drop-outs were found better in their SES as compared to the rural female drop-outs.

5.2.13 Male and Female Stay-ins (Total Sample)

- It was noticed that male stay-ins and female stay-ins did not differ significantly on the measure of socio-economic status. Thus, both the compared groups belonged to almost same SES.

5.2.14 Rural Stay-ins and Urban Stay-ins

- It was observed that rural stay-ins and urban stay-ins did not differ significantly on the measure of socio-economic status. But the mean value for urban stay-ins was found comparatively higher (48.60) than the rural stay-ins (48.20). Although the difference is insignificant.

5.2.15 Rural Male and Rural Female Stay-ins

- A similar socio-economic status was found between rural male stay-ins and rural female stay-ins as the 't' value for the comparison of two means did not reach to significant level.

5.2.16 Urban Male and Urban Female Stay-ins

- The study revealed that urban female stay-ins belonged to comparatively better SES than the urban male stay-ins as the 't' value was found to be significant.

5.2.17 Rural Male and Urban Male Stay-ins:

- No significant difference was noticed between rural male stay-ins and urban male stay-ins with regard to their SES. Thus, both the compared groups belonged to almost same level of SES.

5.2.18 Rural Female and Urban Female Stay-ins

- No significant difference was noticed between rural female stay-ins and urban female stay-ins on the measure of SES because the 't' value for the comparison of two means did not reach to significant level.

5.3 Findings Related to Infrastructure and its Related Aspects among Rural and Urban Schools:

- The total number of primary schools which were randomly selected for the present study, particularly rural schools were found significantly below standard as compared to urban schools in respect to their infrastructural facilities.

- As far as the conditions of the buildings of the schools are concerned, it was found that near about 14.46 percent of primary schools had kaccha (mud) buildings. During rainy season, these schools might face various problems which were beyond imaginations. Move over, about 11 percent schools were functioning in a single room. The overall condition of the rooms was also not found suitable in most of schools particularly in rural areas. Again, a large

majority (81.25 percent) of rural schools and less than half (43.47 percent) of urban school did not have proper sitting arrangement for the children. They were required to sit on the mats or bare floor.

- The findings of the study revealed that percentage of untrained teachers in rural schools was found to be 37.5 percent, which was greater than the percentage of untrained teachers in urban schools i.e. 28.26 percent. Furthermore, a large majority (72.48 percent) collectively for both rural and urban schools were working as a contractual or on temporary basis. The percentage of such teachers was found higher in urban school as compared to rural schools.

- As far as laboratory and library facilities are concerned, A large majority i.e. 92.18 percent of rural schools and about more than half (69.56 percent) of urban schools did not have laboratory facility. Computer education is very important for the children in this technological era, but the study revealed that a large majority i.e. 87.5 percent of rural schools and more than half (60.86 percent) of urban schools did not posses such facility. Moreover, library is also very crucial part of infrastructure needed for enriching the students' knowledge in their chosen areas, but it was found that 87.5 percent of rural schools and about more than half 60.86 percent of urban schools were running without library facility.

- Mid-day Meal is an important scheme launched by the government for enhancing the enrollment and attendance of the children, it also works as an essential reinforcement for the poor parents to send their children in the school and ensure their retention till they complete primary education. But it is very disheartening to note that a large majority (72.14 percent) of schools did not have the provision of such scheme. This percentage was found higher in urban schools as compared to rural schools i.e. 56.52 percent and 15.62 percent respectively. Furthermore, the schools are expected to be conscious about the health and hygiene of the students and for that the schools are needed to organize regular medical checkup, but it is amazing to note that (50 percent) of rural schools and about one third majority (32.60 percent) of urban schools were found where medical checkup facilities were not available. As far as the

free uniform distribution is concerned, it was noticed that a large majority i.e. 98.43 percent of rural schools and 86.95 percent of urban schools did not have the provision of free uniform distribution for the children.

- Guidance and counseling is highly essential for the primary school students, because an individual's ability, interest, aptitude are better tapped at the initial stage of life, but it is a matter of serious concern that majority of rural schools i.e. 82.81 percent did not have any guidance and counseling cell for children in the schools. Moreover, it was observed that near about one third majority (31.25 percent) of rural schools and 26.08 percent of urban schools did not have the provision of inter-school contest as well as competitions. As far as the implementation of Non-detention policy is concerned, 23.43 percent of rural schools and 10.86 percent of urban schools were found where such policy was not implemented. It is amazing to note that still 23.7 percent schools were not aware about the Non-detention policy. The study also revealed that a small minority (4.25 percent) both at rural and urban areas were using corporal punishment in order to maintain the discipline of the schools.

5.4 Educational Implications

The findings of the present study call for serious and concerted efforts by all the stakeholders to enhance the quality of elementary education by eradicating the most difficult and vexed problem of drop-out at elementary stage of education. In this regard, the following suggestions have been made.

- ❖ Low socio-economic condition of the family is one of the important causal factors leading to drop-out of school. Therefore, Provision of financial assistance should be made available for all poor children at elementary school level. No individual should be allowed to leave the school before completing the elementary education just because of financial crises. It is really unfortunate to see that still large numbers of students are leaving the school in spite of the fact that government is funding to number of schemes like scholarship, free education, mid-day meal etc. for achieving the very basic objective of universalization of elementary education. There is a dire need to

ensure proper implimentation of all the schemes, so that benefit may reach to all the needy and deserving candidates. Regular view of all the schemes in terms of its benefits and problems related to their implementation must be sought out. Indifferent and irresponsible behavior of the officials involved in government schemes should not be tolerated.

- Extensive awareness programmes in rural areas, slum areas, remote areas, hilly areas, tribal areas, Muslim and scheduled castes localities should be carried out on regular basis to highlight the importance of education for every child. The support of the NGOs, educated people, social workers, local bodies, religious leaders, panchayat and municipal committee members must be sought for effective implementation of the programmes.

- There is an extensive need for up-gradation of primary schools into middle schools especially in rural areas. Still many habitations are facing the problem of middle schools. Generally it is not an easy task for the small children to adjust themselves in a new school just after completing their lower primary education, Thus, there is a need to provide schooling facilities to all children in the age group of 11-14 years, so that absence of middle school facilities do not stand in their way to continue education

- In order to improve the quality of education, the vacant posts of teachers should be filled up as early as possible. Untrained teachers should not be allowed to fill the gap of vacant posts as an alternative arrangement. It becomes extremely difficult for the government to remove them from the system because of political pressure. They also become the source of unemployment for the trained teachers.

- Adequate and sufficient salary to the locally appointed teachers under Rehbar-E- Taleem (RET) scheme may enhance their interest and efficiency towards teaching. Low paid salary to the teachers has always remained an obstacle in the path of quality education. Thus, there is a dire need to enhance meager salary of these RET teachers. In service teacher education programme should be the regular feature for such teachers to learn and enrich teaching skills and competencies.

- Teachers are an important element of our education system. The type of pre-service teacher education they receive, the motivation with which they join their duties and the value system which they follow in their life and the service conditions and the environment which they get in the schools has its direct or indirect impact on the education of the students. Due care is needed to ensure transparency in selecting the dedicated, well- qualified, trained, hard working and responsible teachers who can respond to the needs of the child and shape their behavior in a propitious environment.

- It has been observed by the researcher during the field work that many teachers cannot reach their schools within time due to lack of transport facilities and far flung location of the schools from the residence of the teachers. So, there is need to post them in schools which are nearer to their residence. If it is not practicable due to certain reasons, than accommodation facilities may be provided to teachers near the schools in order to ensure punctuality and regularity. Job satisfaction of the teacher enhances their motivation and eventually their performances.

- Environment of the school plays an important role in generating the interest of the students towards education. Thus, the environment of the school should be made propitious, so that the child may feel homely atmosphere in the school. Proper infrastructural facilities like school building, class-rooms, drinking water, toilet facilities, proper ventilation etc. should be made available in every school. These facilities may bring significant changes in the attitude, behavior and overall development of personality of school going children. The physical conditions under which a class is working affects its morale and its degree of motivation and both are closely associated.

- Corporal punishment should be abolished, least proportion of schools still using corporal punishment in order to maintain the discipline in the schools. Strict community vigilance against the corporal punishment in the schools should be imposed. Seminars and conferences should be organized to discuss the ways and means to ensure self discipline. Principles or head of the schools should be provided opportunity to participate in such conferences. These in

turn should propagate the new ideas learned in these seminars and conference to their staff members in their respective schools.

- Poor quality of education and lack of infrastructural facilities in the government schools compel the children to leave the schools before completing their primary education. In this regard, infrastructure and quality standard of the government schools should be enhanced at par with the standard of private schools in order to reduce the drop-out rates by attracting the students from all sections of the society.

- Non- detention policy has helped in retaining the students but it has also lowered the standard of education until and unless some remedial strategies for helping these slow learners to achieve the required standard are not planned and implemented.

- Sitting arrangement for children should be improved, so that students sit easily in the school for long hours and pay attention for the learning tasks.

- It has been observed from the previous researches that the drop-out rate negatively correlated with co-curricular activities provided in the school which implies that the larger is the provision of such activities in the school, the lower is the drop-out rate. In this context, co-curricular activities being the part of the curriculum should be given due importance. Every student must be encouraged to participate in such activities. It can be instrumental for creating the interest of students towards school and retaining them in the school. It may also be very helpful for physical as well as mental development of the students. Co-curricular activities are equally helpful in developing the social aspect among the students.

- Library facilities small or big should be made available in every school, and the interesting books should be made available for the children too. This facility may promote more and more reading habits among the students.

- Nutritional support for small children i.e. mid day meal scheme should be introduced in private and religious/minority schools of the state, because it works as an essential reinforcement for the poor parents to send their children in the schools and ensure their retention till they complete primary education.

- Provision of free uniform scheme should also be introduced for every poor student, because many poor parents find it difficult to bear this additional expenditure on education of their children. At many occasions it becomes the causal factor of drop-out.

- Immature mind can indulge in immoral activities. Students often in their tender ages are having maximum chances for indulging in ill practices. Therefore, guidance & counseling centers for students, illiterates, poors and disadvantaged sections may prove to be of great importance.

- Parents play an important role in motivating the children towards education. They are required to provide congenial family environment to their children to motivate and sustain their interest towards formal education. While giving the importance and value of education to their wards, they may use democratic methods. In order to show them that they are being cared, the parents should see at least their home's assignment and school progress report in particular and other activities in general. Therefore, they may develop a sense of security among them which would result in the development of positive attitude among children towards education.

- Right to Education Act 2009 is implemented in most of the states of India, but Jammu and Kashmir is one of them where this act is not implemented. Therefore, RTE Act 2009 should be implemented in Jammu & Kashmir State as soon as possible.

- Computer education is the most important but most neglected aspect in our schools. Therefore, efforts should be made by the state as well as central government to make special provision for providing the computer education in each and every school of the Jammu and Kashmir State.

- Illiteracy and ignorance among a sizeable population of adults is also a contributory factor for their indifferent attitude towards education of their children. The illiterate parents, especially women should be educated so that they realize the importance of enrolment and retention of their wards in the schools. When the parents are educated, there are maximum probabilities that their children also get education. Therefore, it is equally important that adult

education programmes, especially the total literacy campaign (TLC) scheme should properly be introduced in J&K.

5.5 Research Implications:

When the present investigation was in progress, various problems closely associated with the area of this work came up before the researcher. These problems if investigated along the present work would help in clarifying the conceptual misgivings and confusions about the problems of drop-outs. Therefore, in order to improve the standard and quality of education, some of these research problems related to present study may be carried out by the future researchers.

- ★ Indian society constitutes minorities, schedule castes, schedule tribes and other backward communities which are economically, socially and educationally backward as compared to others. Researcher should emphasis their studies in bringing about the access as well as retention of students belonging to these sections.

- ★ Differently abled students also have the equal right to receive and successfully complete their elementary education. Unfortunately this group has not been paid due attention by the researchers.

- ★ Independent researchers should also concentrate on the implementation aspects of various government schemes for ensuring universalization of elementary education as these are very much associated with the access and dropout of the students.

- ★ Research projects may be undertaken on broader perspectives in more districts of Jammu and Kashmir and other states of India.

- ★ Project may be undertaken on the performance of students after the implementation of RTE Act 2009.

- ★ Problem of drop-outs is universal in nature. However, drop-out rates may differ from state to state and even district to district in the same state. Studies may be conducted in educationally and economically backward districts to find out the drop-out rates at primary school stage.

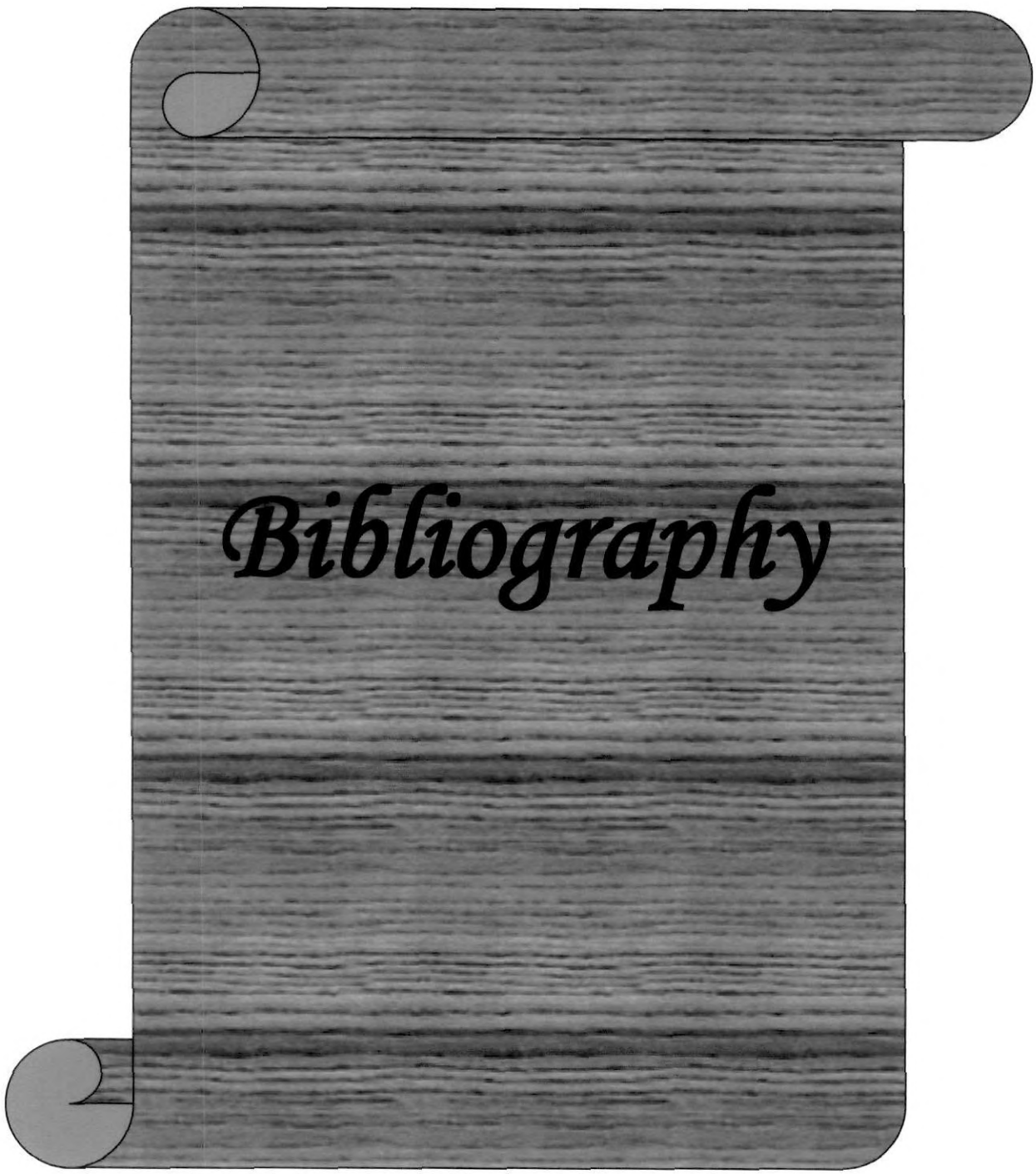
★ Researchers may try some other cognitive and non-cognitive variables as the causal factors of drop-outs at elementary stage of education.

★ Drop-out rates of English medium schools, Hindi medium schools and Urdu medium schools may be compared for understanding the facts related to the problem.

★ Researches should also be carried out on the school leavers and out of school students for findings out their present status in their respective occupations.

★ Truancy and absenteeism are deeply related with the phenomenon of drop-out. Causes of truancy and absenteeism may be explored by the researchers in their studies.

★ Comparative study of drop-outs and stay-ins with respect to psychological variables may be taken up.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Appendices

Enrolment and Retention Figures

Name of the School: .....Govt/Private..... Rural/Urban: .....Block. ..... Primary/Upper Primary/High School: .....

ENROLMENT TRENDS

Classes	I			II			III			IV			v		
Academic Years	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2006-2007	X	Y	Z												
2007-2008				X	Y	Z									
2008-2009							X	Y	Z						
2009-2010										X	Y	Z			
2010-2011													X	Y	Z
Total Enrolment															

Signature of the Principal/Headmaster

Confidential

SOCIO ECONOMIC STATUS SCALE
(SESS)

Dr. Beena Shah
Education Faculty, Garhwal University, Srinagar (Garhwal)

Code No. ..... Total Score : [ ]

Sl. No. ..... Category : [ ]

Name .....Class.....

Urban/Rural ..... Age ..... Date of Birth .....

Name of the School .....

Instruction : In this scale some important information have been asked to your family. All the information are important. Answer the information as per demand at the proper place and from. If your unable to understand the thing, do not hesitate to ask the tester. This is not examinations, so give accurate answer in relation to your family.

THANKS

Published By:

Agra Psychological Research Cell
Tiwari Kothi, Belanganj, Agra-282 004

1. What is your religion? Tick mark (✓)

   Hindu ☐, Muslim ☐, Sikh ☐ Christian ☐Buddhist ☐Any other .....

2. On which caste class you belong? Tick mark (✓)

   Buddhist ☐, Chhatriya ☐ Vaishya ☐Kayasths ☐Scheduled Caste ☐

   Backward Caste ☐, Scheduled Tribal ☐ Any other (Please write name) .....

3. Please indicate, with the sign of✓, the occupation of your Father and Mother (if father is not alive than indicate the occupation of your Guardian)

Occupation	Mother	Father/Guardian
(i) High Administrative (Gazted) officer, Management of Occupation work, vakil, Engineers, Doctor, Teacher of Degree College/University.	—	—
(ii) Middle class Non-gazted officer, Writer/Musician/Dramatist, Big shopkeeper, School teacher (High school/Intermediate Standard) etc.	—	—
(iii) Clerk, Shopkeeper, Assistant work, General Occupation or General Mechanic or other skilled worker, Middle or Primary school Teacher, Worker of Police/BSA/C.R.P.	—	—
(iv) Little skilled work, Agriculture work, Fourth Class employee (Servant or Peon) or work of small shopkeeper.	—	—
(v) Labour work or other Physical work.	—	—
(vi) What is the main occupation of your family-Service, Personal Occupation, Shopkeeper, Tution, Labour	—	—

Education

1. Are your Mother-Father educated? Mother-Yes ☐, No ☐, Father Yes ☐, No ☐
2. If yes that what is the maximum educational level write clearly –

   Mother : Class ..... Occupation or Technical Training .....

   Father : Class ..... Occupation or Technical Training .....
3. How much education your brother sister obtained? Write clearly –

   Class ..... Occupational or Technical Training .....

Income

1. How much the total monthly income of your Father/Guardian ? Rs. .....
2. If your Mother is also working than what is the monthly income ? Rs. .....
3. What type of your family ? Tick (✓) Mark : Joint family ( ), Nuclear family ( )
4. How many the total members of your family? Write numbers .....
5. Anyone of your family give Income Tax. Tic Mark (✓) Yes ( ), No ( )
6. Anyone of your family give Wealth Tax. Tic Mark (✓) Yes ( ), No ( )
7. In your opinion, in which class your family comes Rich ( ), Medium ( ) General ( ) Poor ( ).

Property :

1. Do you live in your own house? Yes ☐, No ☐mark –

   If yes than what type? Tick (✓) Kacha (unripe) ☐, Kacha-Pakka Mixed ☐ Pakka ☐
2. How many total rooms in your House? Write No. .....
3. Have your family, land for agriculture ? Yes ☐, No ☐.

   If Yes than How much land ..... Bigha.
4. How Many Newspaper, magazines etc. come regular in your family? (Write the number.).....

5. Tick (✓) the articles which you poises at your home –

(A) Scooter/Truck/Jeep/Car/Cycle/Tractor/Thela/Motor Cycle.

(B) Computer/TV/Radio/Transistor/Tape recorder/Tape cum Transistor/Record Player/Stereo.

(C) Washing Machine/Refrigerator/Sewing Machine/Knitting Machine/Gas Stove or Oven Electric Fan/Electric Press.

(D) Gun/Pistol

(E) Typewriter/Calculator.

(F) Sofaset/Godrej Almira/Carpet/Dinning Table/Dinner Set/Cooker/Wall Watch.

(G) Water tape/Electricity

6. How many animals your families possess –

Cow ..... Bull ..... Buffalo .....

Social Participation

Answer the following by marking the sing of '✓'

1. Is any member of your family, a political? (e.g. Minister. M.P., M.L.A.

   Village President, Member of Nagarpalika etc.) Yes ( ), No. ( )

2. Do your previous family member was the Political leader ? Yes ( ), No ( )

3. Do your any family member is Poet, Writer, Artist, Social reformer etc?

   Yes ( ) No ( )

4. Do your any family member is the member of any honorable Social or Religious Institution? Yes ( ) No ( )

Information Schedule

Factual Information about the Infrastructure and its Related Aspects among Rural and Urban Schools

QUESTATIONNAIRE FOR SCHOOL

IDENTIFICATION DATA:

Name of the School.....

Type of the School.....

Place/ Address.....

Block.....

Area of the School Rural / Urban

Contact No. If any.....

Q.1. Description of area:

(a) Rural (b) Suburban

(c)Urban

Q.2. Management of the School is done by:

(a) Government (b) Private

(c) Religious/ Minority schools

Q.3. Types of Infrastructure or building of the School.

(a) Kuchha (b) Pucca

(c) Tents

Q.4. No. of Rooms available.....

Q.5. Kindly mentions the condition of the Rooms:

(a) Non-Usable (b) Need Major Repairs

(c) Need Minor Repairs (d) Good condition

Q.6. Types of sitting facilities for the Children.

(a) Desk (b) Mats

(c) Any other please mention.....

Q.7. Total Enrolment of the School .....

(i) No. of Male pupil.....

(ii) No of Female Pupil.....

Q.8. No. of Teachers.....

Q.9. Professional Status of teaching Staff

(a) Trained (b) Un- trained

Q.10. Nature of job of the teachers.

(a) Permanent (b) Temporary

(c) Part time

Q.11. Medium of Instruction:

(a) Hindi (b) English

(c) Urdu (d) Kashmiri

(e) Pahari (f) Any other

Q.12. Is the School well equipped with lab. Equipments?

(a) Yes (b) No

Q.13. Does the school has working library?

(a) Yes (b) No

Q.14. Does your school have computer lab?

(a)Yes (b) No

Q. 15.Computer Education:

(a) Present (b) Not Present

Q.16. If Present, what type of Education.

(a)Theoretical (b) Practical

(c) Theoretical& Practical both

Q.17. Does the School has a Mid-day meal Scheme?

(a) Yes (b) No

Q.18. Does the School has Medical check-up facilities for the students?

(a) Yes (b) No

Q.19. Does the School gives children free uniform?

(a) Yes (b) No

Q.20. Does the School give Scholarship?

(a) To all Students (b) To all Needy

(c) To few most Needy

Q.21. Does the School have Guidance and counseling cell?

(a) Yes (b) No

Q.22. Does the School regularly participates in inter School Contests as well as competitions?

(a) Yes (b) No

Q.23. The School Rules for attendance are:

(a) Very Strict (b) Very flexible

(c) No such Rules

Q.24. Non- Detentation Policy is implemented in your School?

(a) Yes (b) No

(c) Not aware of it

Q.25. Provision of Parent- Teacher meeting in the school is:

(a) Monthly (b) Quarterly

(c) Half yearly (d) annually

(e) No Parents Teacher meeting

Q.26. Organization of Co-Curricular activity in your school is:

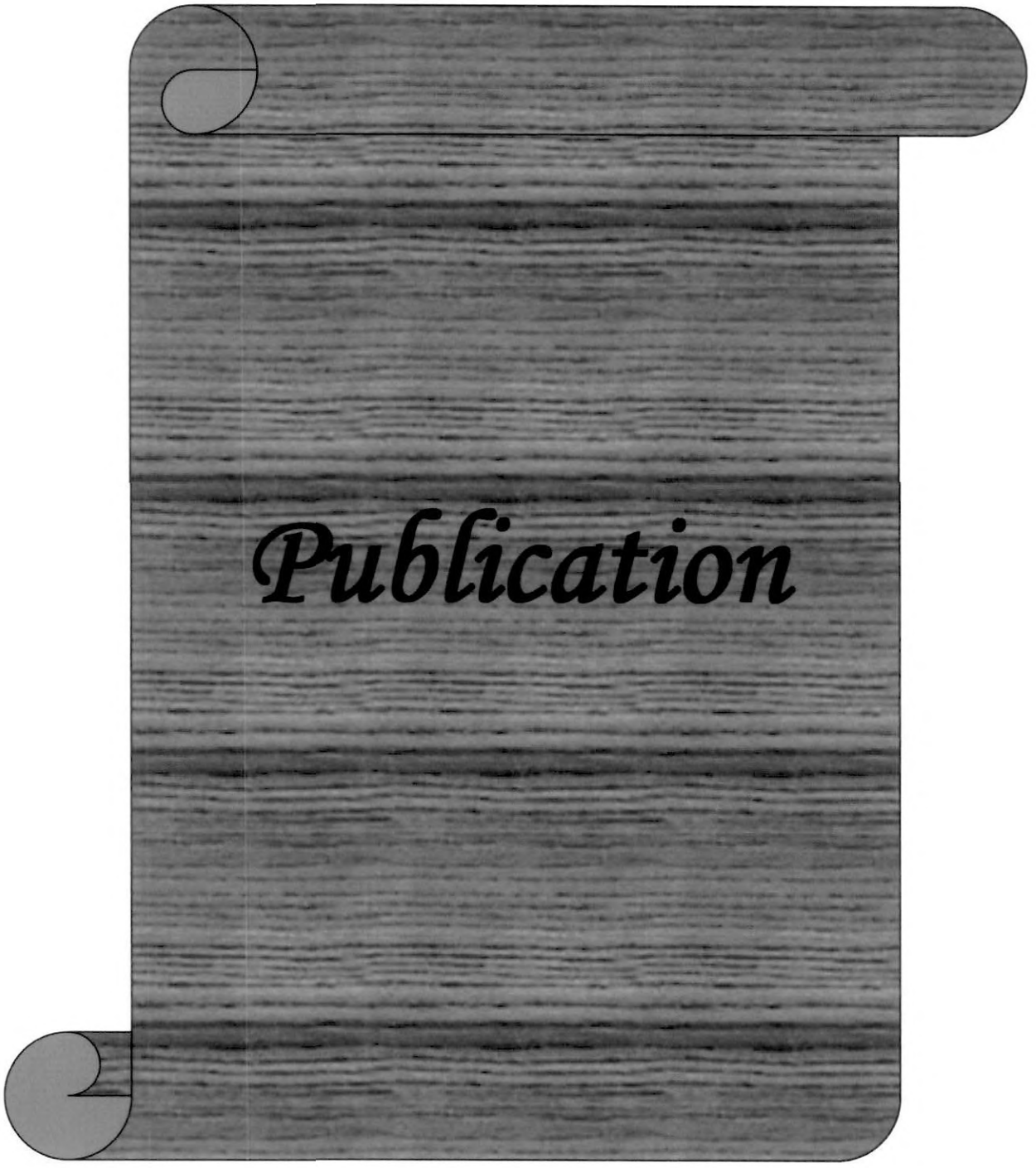
(a) Regular (b) Occasional Race

Q.27. What Strategies do you adopt to maintain discipline?

(a) Solving the problem (b) Punishing the Students

(c) Informing the Students (d) All the above

Signature of Headmaster/ Principal/Teacher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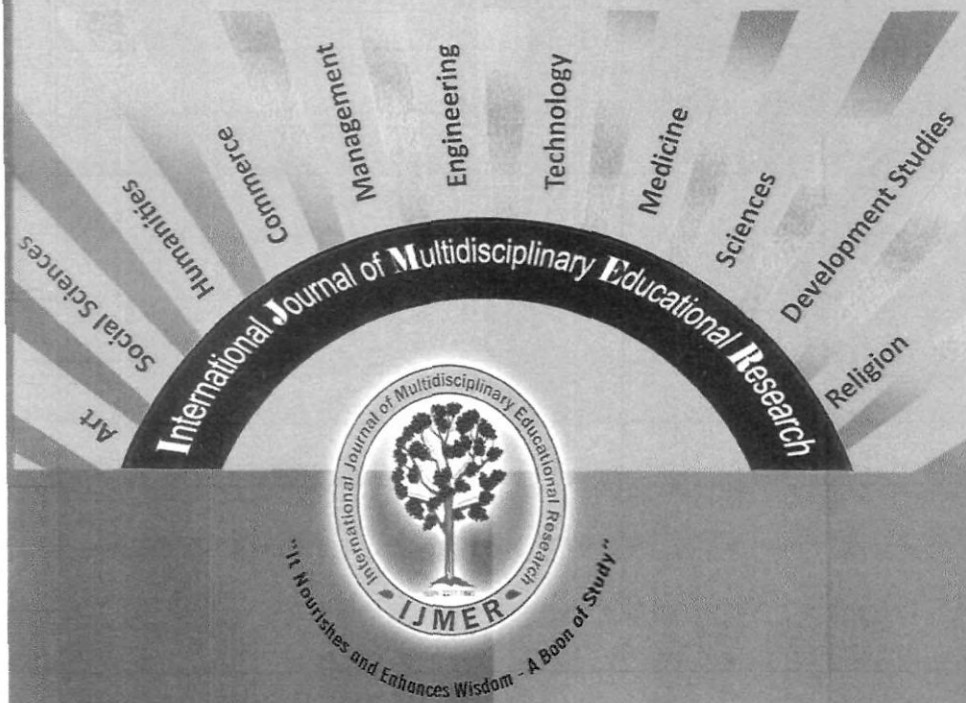

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META- ANALYSIS OF DROPOUT RESEARCHES AND THEIR IMPLICATIONS

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Introduction:

Education is the main plank of progress. Societies and nations can progress only by the promotion and progress of the education sector. It leads to a balanced and all round development. In the present system of education, it is the elementary stage which is the most crucial stage of education as it lays the foundation for the personality, attitudes, self-confidence, habits, learning skills and communicating capabilities of the pupils. In India education to all children has been made a fundamental right under the Right to Education Act (RTE) 2009, which came into force in 1 April 2010. There is an obligation for making available free and compulsory education to all children in the age group of 6- 14 years under Article (21, A) of the Indian constitution. The government of India has adopted a number of schemes like Mid-day Meal, Sarva Siksha Abhiyan (SSA), National Programme for education of Girls at elementary Level (NPEGEL), Kashturba Gandhi Balika Vidyalaya (KGBV) etc. to achieve goal of universalization of elementary education, but unfortunately the goal is remain elusive due to the high dropout rate. Access, retention and quality are the three important concerns of elementary education in our country. Government claims to achieve about 98% access which looks exciting but ground realities do not conform to this figure. However, dropout problem is still a stigma to our education system and a hurdle in providing the basic right of the child to receive reasonable quality of elementary education up to the age of 14 years. The problem of dropout varies from state to state, region to region, and district to district even in the same district state. It vary also in regard to the socio- economic background, different religious communities, Schedule castes (STs) and schedule tribe(SCs) , other disadvantaged section of the society.

Definitions of Drop-out:

According to Glatter and Wedell (1971), the term 'Dropout' refers to the proportion of students who enroll for the course but withdraw before examination".

Goods Dictionary (1973) Dropout for an elementary and secondary school level is one who had been a regular student and who withdraws from the school and fails to complete the designated programme of studies for any other reasons except death or transfer to another school.

Gruskin, Compbell and Paula (1987) A Drop out is defined as a pupil who leaves school for any reason except death before graduation or completion of a programme of studies and without transferring to another school.

Dropout is not a mere problem that effects or impacts an individual but it is a problem that affects the entire community as it has been noticed that certain dropouts get involved in crime (Jamil et al; 2010). Dropping out of children from schools has been viewed as a serious educational and social problem. As India is committed to the creation of a secular, socialistic and democratic pattern of society, this dream can be realized only of we are able to provide educational opportunities to every member of the society. Even after more than 64 years of independence we have not been able to control the higher dropout rates in elementary education system. However, dropping out from the school before completing the prescribed courses is neither desirable for the individual nor for the society as a whole. As a result of substantial rates of dropout and poor quality of primary education, many children are leaving schools without acquiring the most basic learning skills (UNICEF 2009).

The problem of dropout has been probed by researchers

Das (1969) studied the wastage and stagnation at elementary level of education in the state of Assam and concluded that the rate of wastage and stagnation among girls was higher than that of boys. Pillai et al (1980) conducted a study of drop-out in primary school in Kerala and revealed that the percentage of drop-out was higher among boys than girls and also

higher in SC, ST and other backward communities. The causes were ill health, household work and poverty. Sharma (1982) in his study found that the wastage rate of SC's girls was higher than others. A comparative study of educational wastage in urban and rural areas conducted by Dass (1975) revealed that wastage and stagnation in rural areas were significantly higher than in the sub-urban areas; in case of stagnation, the percentage was lower for girls in urban areas but higher in both the sub-urban and rural areas in comparison with boys. Punalekar (1975) carried out a study among Harijan children and concluded that the main reasons for dropout were the economic hardship of the family, ill health in the family or of the child. A pilot investigation on school drop-out reasons was carried out by Sarkar (1980) who reported that domestic work, in adequate income, and lack of parents' interest were responsible factors of drop-out rate. Mathur et al. (1982) found that poor financial position, parental ignorance, frequent migration of parents, involvement in work, lack of interest in studies and failure in examination were the reasons of drop-out as well as non-students. Devi (1983) reported that there was no uniformity in the rate of drop-out for the whole primary stage. In comparison to boys more girls dropped-out, due to poverty, frequent transfer, repeated failures and negligence of parents. Another similar study conducted by Pratinidhi et al. (1992) found that there was no significant difference in overall drop-out rates by both sexes. However it increased sharply in 11 years age in case of girls. The study also revealed that majority of children dropped-out due to financial problems or unsatisfactory scholastic performances. A similar study conducted by Hussain (1982) on wastage and stagnation in primary school of rural areas of Bhilwara District revealed that the rate of wastage was highest in the first two classes. The rate of wastage was also found higher in single teacher schools. S.I.E. (U.P. 1986) also conducted a study on drop-outs and failures in primary classes, and reported that mostly drop-outs belonged to backward classes and the causes were illiteracy of parents, poverty, lack of interest, distance of school from home and lack of other facilities. Gupta et al. (1989) reported that the overall drop-out rate of primary stage was more than 60% in the states of Andhra Pradesh, Bihar, J&K and West Bengal, where as in Assam, Orissa, Rajasthan and U.P. it

was less than 50% and in case of Madhya Pradesh, it was about 58%. The drop-out rates among the SCs as well as STs pupils was higher than that of pupils of all communities in all states except in J&K. Reddy (1991) investigated the factors of dropout and revealed both demographic and economic factors like size of family, single parent family, financial difficulties, land holdings, home responsibilities were responsible for dropout phenomena. Rush and Vitale (1994) based on his research findings reported that eight factors i.e. academically at risk, behavior and coping skills, socially withdrawn, family income, parenting, language development, retention and attendance were responsible for placing elementary students at risk. Vickers (1994) reported that at risk families were less cohesive and less adoptable than families not at risk. The study conducted by Gyaneswar (1992) revealed that the rate of wastage and stagnation amongst pupils in rural areas was higher than that of urban schools. Vyas et al. (1992) reported that the drop-out rate of girls, urban schools, government schools and schedule castes Pupils was more than boys, rural schools, private schools and SCs. The potential causes were related to family circumstances, personal and others. Results of the study carried out by Verma (1993) indicated that girls drop-out rates was higher in rural areas than in urban areas and the causal factors of high dropout rate were illness of parents, divorce of parents, death of parents, unfavorable attitude towards girls education, working with parents for earning. Bhat et al. (1994) also investigated the wastage in primary education in Kupwara district of J&K. The study concluded that the drop-out rate of primary school was 0.19% and the causes were poverty, ill health of the child, illiteracy, and lack of interest in study. The study conducted by Leelavathy (1997) revealed that the incidence of wastage and stagnation was nearly 32.4%, while the incidence of wastage alone was around 20.4%, including 15.6% for boys and 4.8% for girls. Causes were lack of interest on the part of the student, learning difficulties, lower level of intelligence, and lack of learning facilities at home, poor social environment and the negative attitude of parents towards education. Sarmah (1997) also found that the drop-out rates for girls were substantially higher in all the classes, but the retention rates for grade IV were higher in case of boys than that of girls. Poverty, house hold

activities and unattractive teaching-learning atmosphere were the major causal factors. Banerjee et al. (2000) studied the drop out phenomena and revealed that the proportion of drop-outs for girls was significantly higher than that of boys in both rural and urban areas, but urban drop-outs were significantly superior to rural drop-outs in their minimum level of learning (MLL) competency. Poor economic conditions, illiteracy of parents were found to be the main causes of the drop-out. A similar investigation was carried out by Naidu (2000) and found that Drop-out rates were highest among girls than boys and the percentage of drop-out was more in the age group 11-15 years. Poverty, absence of Mid-Day-Meal scheme, improper provision of uniform and text books leads to large scale drop-outs in all the states. Archana (2001) found that enrolment of girls was poor in comparison to boys at primary level and the drop-out rate of girls was more than double as compared to boys. The causes were identified as non approach ability of school, poor economic condition, negative attitude of parents towards the education of girls, fear of punishment and poor teaching method. Sharma et al. (2003) indicated that the level of expectation and self-confidence was highest among successful students than the failure and drop-outs. Siddiqui (2003) found that the drop-out rate was higher in boys than that of girls. The study also revealed that the dropout rate was highest in Muslims in comparison to non-Muslims. Corporal punishment, indifferent behaviors of teachers, no proper place for study at home, poverty, illiteracy of parents & language problem were reported to be the major causes of high dropout rate. Giakwad et al. (2005) reported that majority of school drop-outs belonged to nuclear type and middle size family and had no literate parents. The main causes were illiteracy, distant of school, lack of furniture, safe drinking water and sanitary facilities in the schools. Peraita and Pastor (2000) found that family socio economic status and youth labor condition were significant factors in determining the probability of dropping-out in primary schools. Karki (2004) observed that the main perceived antecedents of primary school drop-outs were family poverty, house hold chores and irregularity in attending schools. The results of the study conducted by Mohsin et al. (2004) indicated that school and economic factors were responsible for low literacy and causes of drop-out were weak primary

level of education, non-ability of the trained teachers. Roul et al. (2005) revealed that the home conditions, school conditions and economic conditions of the parents play an important role in the drop-out of girl's students. Subramaniam (2005) indicated that the drop-out rate was higher among boys than for girls. Low income of parent, child labor, lack of interest in studies etc. was reported to be the causes of high dropout rates. However, the findings of the another study conducted by Kotwal (2007) revealed that the main causes of dropping-out of girls from schools in rural areas were reluctance of parent and participation in domestic activities. Rena (2007) also reported that children dropping-out of schools so as to assist in house hold and agriculture activities. It was also reported that the drop-out rate of girls was more than that of boys. Khan et al (2010) found that the reasons for the drop-outs were grouped as familial, personal, educational, school and community related. The study also revealed that the incidence of drop-out was higher among the female students and in urban areas. Similar study carried out by Nakpodia (2010) reported that the rate of drop-outs was higher among male students than female students. Sharma et al. (2007) found significant association between family type, income and education of mother with incidence of drop-out. Alike et al. (2009) reported that poverty constituted the highest percentage of drop-outs i.e., 53% while death of parents, ill health, in adequate teaching constituting the least percentage of 1%. Hussain et al. (2010) revealed that the major causes of drop-outs were crowded and large schools, uncaring, unrestrained and irresponsible teachers, in appropriate curriculum design, lack of parent involvement. Jamil et al. (2010) found that poverty, distant schools, overcrowded classes, lack of individual attention, overweening punishment as the significant reasons of early school drop-out phenomena. Another study carried out by Chugh (2011) revealed that both family and school related factors were responsible for drop-out and appeared to be highly correlated with each other. Ghazi et al (2011) studied the socio economic factors as a cause of children dropout at primary level and concluded that parent's illiteracy, engagement in earnings, financial problems of the children, parents poor economic conditions were the causal factors for high dropout rate. Mirza et al (2011) also reported that poverty,

lack of parent's interest in educating the children, engagement in work etc. were found to be major causes of dropout phenomena.

The findings of the above mentioned studies indicate that the final decision of the child to drop out of the school comes from a variety of reasons which may be associated with personal, familial, institutional and social domains.

1. **Personal or child related factors:** disinterested to study, involvement in work, illness, inferiority complex, lower level of ability, emotional disturbances, child marriage, learning disability, unforeseen events in the family, poor health of the pupil, language problem.
2. **Family related factors:** low socio economic condition of the family (poverty), low educational level of the family, negligence of parents, absence of parents, lack of reading rooms at home, frequent transfer of parents, non-supportive environment of the family, sibling has dropped out.
3. **School related factors:** Poor quality of teachers and indifferent teaching, overcrowded classes, bad physical condition of the school, corporal punishment, retained one or more times, lack of interest on the part of teacher, irrelevant curriculum, single teacher schools, lack of basic amenities like toilet in school, long distance of school, irregularity of teacher, irregularity in Mid day meal, lack of co curricular activities, poor learning environment.
4. **Socio-cultural factors:** social and cultural inhibition towards education of girls, shortage of women teacher, early marriage, co-educational institutions, casteism, and long distance of school or transport problems, slums eviction and quarrels with neighbors, lack of involvement in school based social activities, lack of social mobility, sexual harassment on girls.

In addition to the above cited reasons of the dropout, the studies have also found the gender, rural and caste comparisons. Studies have found higher drop-out rates in elementary schools of rural areas as compared to the urban areas. However, contradictory results have been reported about the gender

differences in regards to drop-out rates. Sizeable number of studies revealed that dropout problem is more prevalent and of serious nature among schedule castes and schedule tribes. Community wise studies are very few and reported that the problem of dropout also serious among Muslim students.

Research Implications:

- Indian society constitutes minorities, Schedule castes, Schedule Tribes and other backward communities which are economically, socially and educationally backward as compared to others. Researcher should emphasis their studies in bringing about the access as well as retention of students belonging to these sections.
- Differently abled students also have the equal right to receive and successfully complete their elementary education. Unfortunately this group has not been paid due attention by the researchers.
- Independent researchers should also concentrate on the implementation aspect of various government schemes for ensuring universalization of elementary education as there are very much associated with the access and dropout of the students.

Educational Implications:

- Government schemes like text books, Mid-day Meal and Scholarships should be properly implemented by taking cooperation of community members and NGOS. Strict monitoring on the part of the government authority is essential to ensure that the benefit of such schemes reaches to the needy and deserving members.
- Teachers are an important element in learning process. It is more true in case of elementary education level. Due care is needed to ensure transparency in selecting the dedicated, hard working and responsible teachers who can respond to the needs of the child and shape their behavior in a propitious environment.
- There is an urgent need to strengthen the teacher training programme for producing the quality teachers.

- Pre-school centers, Flexible schooling hours and systems should be provided.
- School's environment should be conducive. Proper infrastructure facilities like building, classrooms, drinking water, toilet facilities, audio-visual aids, proper ventilation, lighting, fans (in summer school) etc. should be provided to every school. These facilities can make significant change in the personality development of the children.
- In order to improve the quality of education, the vacant posts of teachers should be filled up as early as possible.
- Extensive awareness programmes in rural areas, slums, remote areas, hilly areas, tribal areas, Muslim and scheduled castes localities should be carried out to highlight the importance of education for every child.
- Up-gradation of primary schools into middle schools as per the need especially in rural areas.
- Illiteracy and ignorance among a sizeable population of adults is also a contributory factor for their indifferent attitude towards education of their children. Therefore it is equally important that adult education programmes should also get priority.
- Guidance & Counseling centers for illiterate, poor and disadvantaged sections may prove to be of great importance.
- Form a team of teachers, civil society members/ panchayat members/ municipal committee members for proper implementation of right to education.

Conclusion

The dropout problem is complex and requires a complex array of solutions. Dropouts have dissimilar characteristics and therefore need different kinds of programs which respond to their individual circumstances and needs. Programs, to be effective, need to provide one-on-one intensive attention to at-risk students, who often must be convinced that they are

competent and can be successful in school. The curriculum should include basic educational skills, social skills and experiential education. In addition, the interrelated causes and multiple problems associated with dropping out call for comprehensive communitywide, multi-service approaches and multi-component programs to be achieved. Children at-risk need to be identified at a young age (as early as pre-school) so that early sustained intervention can be applied. Success in the elementary grades diminishes the possibility of later dropping out in high school. The key to reducing the dropout rate is helping the child to overcome their sense of disconnectedness. It is imperative not to isolate or alienate any student from the school. Not all factors related to dropout reduction are school controllable, and solutions to the complex problem of dropouts cannot be achieved by the schools alone. It is a national problem which must be addressed by the whole society. It requires resources that go beyond the school, and solutions require a team approach-the combined efforts of students, parents, teachers, administrators, community-based organizations and business as well as the centre, state and local governments.

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